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ABSTRACT

This guide is designed to assist in defining the role and responsibilities of vocational preparation (VP) teachers in Missouri. Section 1 discusses the role of the VP teacher in instructing and preparing students from special populations in prevocational skills essential to completing a vocational program. Section 2 summarizes relevant legislation. The remainder of the guide is divided into five sections, each of which focuses on one of five areas of responsibility of the VP teacher. Each section begins with an overview and concludes with sample resources. Section 3 addresses skills useful to students in obtaining employment and in other life situations. Suggestions are included for teaching practical and less tangible skills. Section 4 addresses methods for effective career exploration. It includes how to use resource books, guest speakers, field trips, and job shadowing. Section 5 focuses on vocational assessment to determine the most appropriate vocational education/occupation areas for each student. Section 6 offers guidelines for assisting the VP teacher in working with vocational instructors to ensure the skills and assessments he/she teaches are those necessary for successful entrance into the vocational education program. Section 7 looks at some ways meetings or contacts with other teachers, administrators, counselors, other educational personnel, parents, and advisory committee members might be handled. A glossary and 42 references are appended. (YLB)

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Vocational Preparation Teacher

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Revised, January 1993

Vocational Preparation Teacher

Jan Wheeler

Department of Practical Arts and
Vocational Technical Education

College of Education
University of Missouri-Columbia

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Instructional Materials Laboratory
8 London Hall
University of Missouri-Columbia
Columbia, MO 65211

(314) 882-2883
1-800-669-2465

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Jan Wheeler

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Introduction

INTRODUCTION

At the request of the Vocational Preparation Teachers in the state of Missouri, the Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Vocational Special Needs and Guidance Services, asked Missouri LINC to compile a guide to assist in defining the role and responsibilities for such positions in vocational programs. The first Vocational Preparation Teacher Manual was written in 1988. This revised manual contains basic information which should serve as a guide to Vocational Preparation Teachers as they work with students who are members of special populations. This guide identifies five areas of responsibility for Vocational Preparation Teachers as determined by a needs survey completed in October, 1987 by these instructors. Additional resources are listed for each area in order to provide specific information and quick references. A glossary and a list of reference conclude the manual.

The Role of the Vocational Preparation Teacher

THE ROLE OF THE VOCATIONAL PREPARATION TEACHER

The vocational preparation teacher fulfills the role of instructing and preparing students from special populations in prevocational skills essential to successfully completing a vocational education program. The instructor provides for each student:

- **Ongoing informal vocational assessment to identify and teach vocational skill deficiencies in areas of employability skills, specific work skills, aptitudes, and related academic skills;**
- **Career exploration activities and procedures for identifying vocational interests; and**
- **Preparation for each student for entering regular vocational training programs and/or alternative education or employment options.**

It is important to note that the role of the vocational preparation teacher may vary from school to school - even within a district. This is dependent upon funding and the needs of the particular school district at that time.

The major objective of the vocational preparation teacher is to adequately prepare students from special populations for vocational education.

The Missouri Vocational Administrative Planning Guide of 1992 states:

> "Vocational Preparation activities are targeted toward special population students who have potential for vocational training but need additional instruction in access skills. The amount of time a student spends in this class is flexible and an individualized program can be set up utilizing assessment results. The intent is to groom or prepare students to be successful in regular vocational classes" (p.10).

According to the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 and the Individuals with Disabilities Education Act of 1990 (IDEA), Vocational Preparation teachers may assist with compliance through:

- Recruiting for and helping to ensure the success of students from special populations to enter vocational programs, including Tech Prep programs; and
- Monitoring vocational education instruction to ensure its consistency with IEPs and IVEPs.

Vocational Preparation Teacher

Vocational preparation teachers may also assist students by:

- Helping students become aware of their rights as employees;
- Helping students obtain job descriptions so they understand the "essential functions of the job" they may be seeking;
- During mock job interviews, helping students practice discussing their strengths, limitations and job-related accommodation needs with prospective employers; and
- Beginning to lay the foundations for students to learn "all aspects of the industry" in a variety of fields taught in Vocational Preparation classes.

The role of the vocational preparation teacher for the initial development of this manual was based on a Vocation Preparation Teachers Survey conducted in the Fall of 1987. The survey is included in this unit.

Vocational preparation teachers should try to keep abreast of changing legislation so as to help their students remain aware of their rights in the workplace and the mandates for potential employers.

VOCATIONAL PREPARATION TEACHERS SURVEY

A. Please respond to the following items:

1. Indicate the number of students enrolled in your school:________________
2. It is an: AVTS ____ Comprehensive High School ____ Other __________
3. Of the students from special populations you expect to serve, estimate the number identified as disabled, and the number identified as academically and/or economically disadvantaged:

   Disabled ____ Disadvantaged ____ Total Number __________

4. Indicate the "position" of your *direct* supervisor (e.g., Principal, AVTS Director, etc.);

   ____

B. Please address the following questions/statements. (Please use additional paper if needed).

1. How many years have you held your present job as a Vocational Preparation Teacher? ________________
2. What do you view as the major responsibilities of the Vocational Preparation Teacher?
3. If you feel you are doing something that is outside your role/responsibility as a Vocational Preparation Teacher, please state:
4. What are the major concern(s) you have in working with students from special populations?
5. Please include information that you feel should be added to the role and responsibilities of the Vocational Preparation Teacher that have not been addressed by this survey.

Vocational Preparation Teacher

C. Please rate the following items in terms of your perception as (1) being an essential component of the Vocational Preparation Teacher's responsibilities, and (2) as being an area you feel you could benefit from further training.

Use this scale: 5 Very High 4 High 3 Moderate 2 Low 1 Needed

	Essential Component	Further Training
1. Teach Daily Living Skills (grooming, health, etc.).	5 4 3 2 1	5 4 3 2 1
2. Expose students with special needs to finances and role of responsible consumer.	5 4 3 2 1	5 4 3 2 1
3. Teach students with special needs appropriate interpersonal relations (how to get along with other employees, motivation, and good behaviors).	5 4 3 2 1	5 4 3 2 1
4. Facilitate group discussions in which open and honest communications are encouraged.	5 4 3 2 1	5 4 3 2 1
5. Help students with special needs to become more skillful in following directions.	5 4 3 2 1	5 4 3 2 1
6. Help students with special needs in filling out forms, job applications, etc.	5 4 3 2 1	5 4 3 2 1
7. Conduct mock job interviews.	5 4 3 2 1	5 4 3 2 1
8. Present career information and exploration activities within the classroom.	5 4 3 2 1	5 4 3 2 1
9. Take students with special needs on field trips to various businesses and industries.	5 4 3 2 1	5 4 3 2 1
10. Allow students with special needs to "shadow" workers in various job settings to routine and duties.	5 4 3 2 1	5 4 3 2 1
11. Invite guest speakers and/or role models from various occupations.	5 4 3 2 1	5 4 3 2 1
12. Utilize researched occupational information (e.g., Dept. of Labor) and other media to provide information about occupations.	5 4 3 2 1	5 4 3 2 1
13. Conduct informal vocational assessment to develop prevocational goals/objectives.	5 4 3 2 1	5 4 3 2 1
14. Identify tentative job areas for exploration by students with special needs and assign assessment measures (tests/work samples) accordingly.	5 4 3 2 1	5 4 3 2 1
15. Compile resource information about access skills competencies needed for each vocational program.	5 4 3 2 1	5 4 3 2 1
16. Identify best learning style/approach for each student with a special need.	5 4 3 2 1	5 4 3 2 1
17. Develop and teach simulated work tasks for students with special needs.	5 4 3 2 1	5 4 3 2 1
18. Participate in staffings and/or IEP development with prevocational components.	5 4 3 2 1	5 4 3 2 1
19. Cooperate with special education teachers, counselors, vocational teachers in planning activities, programs, inservices, etc.	5 4 3 2 1	5 4 3 2 1
20. Monitor the progress of students with special needs in their academic classes.	5 4 3 2 1	5 4 3 2 1
21. Observe students with special needs in classes and other settings.	5 4 3 2 1	5 4 3 2 1
22. Maintain records of students' performance, progress, behavior, etc., in vocational preparation class.	5 4 3 2 1	5 4 3 2 1
23. Assist in remediating basic reading, writing, and math skills of students with special needs.	5 4 3 2 1	5 4 3 2 1
24. Modify instructional materials for classroom use.	5 4 3 2 1	5 4 3 2 1
25. Enlist help of parents, volunteers, and others to serve as tutors, guest speakers, assistants, etc.	5 4 3 2 1	5 4 3 2 1
26. Obtain feedback from students with special needs to determine if information presented was understood, retained, and related to their vocational goals.	5 4 3 2 1	5 4 3 2 1
27. Develop and implement an appropriate system of course/program evaluation.	5 4 3 2 1	5 4 3 2 1
28. Revise the instructional program based on the results of the students' evaluations.	5 4 3 2 1	5 4 3 2 1

Legislation

LEGISLATION

CARL PERKINS ACT

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990

(Public Law 101-392)

This law protects students who are disadvantaged and disabled. The term "disadvantaged" refers to individuals (other than those with disabilities) who need special assistance to succeed in vocational education. This includes students with economic and academic disadvantages, migrants, LEP (students with limited English proficiency), dropouts, and potential dropouts. This provision of services occurs at the secondary and postsecondary levels and may encompass a variety of activities. This Act is focused on creating a quality workforce.

Purpose:

The purpose of the Act is to "make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population" (Sec. 2). This legislation encompasses a shift from a job-skills orientation to the broader purpose of learning/thinking skills through vocational education and linking thought with action (Wirt, 1991).

This purpose is to be "achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society" (Section 2).

Special Populations:

The new Perkins Act provides "Assurances of Equal Access for Special Populations" (Section 118). The term "special populations" replaces the term "special needs students" and included individuals with disabilities, educationally and economically disadvantaged individuals, foster children, individuals in sex-equity programs, and individuals in correctional institutions.

These individuals must have equal access to all activities open to nonmembers of special populations, including:

- Recruitment, enrollment, and placement activities
- A full range of vocational education programs
- Occupationally specific courses of study
- Cooperative education and apprenticeships
- Career guidance and counseling services

Students shall not be discriminated against on the basis of their status as members of special populations.

Vocational Preparation Teacher

Students from special populations and their parents must be informed no later than the beginning of ninth grade of the vocational training options available to them:

- Opportunities available in vocational education
- Requirements for eligibility for enrollment in those programs
- Specific courses that are available
- Special services that are available
- Employment opportunities
- Placement

The information described above and assistance with admissions should be provided upon request.

To the extent practicable, information should be provided in a language and form the parents and students understand.

Assurances:

Students who are members of "special populations" must be assisted in entering vocational educational programs. Transitional services requirements must be fulfilled for students with disabilities. (Individuals with Disabilities Education Act - 1990)

Special needs must be assessed for students participating in programs receiving assistance under Title II. The assessment should be in regard to the student's successful completion of the vocational education program in the most integrated setting possible.

Supplementary services to students from special populations must be provided and include:

- Supportive personnel
- Curriculum modification
- Equipment modification
- Classroom modification
- Instructional aids and devices

Guidance, counseling, and career development must be provided by professionally trained counselors and teachers who are associated with providing special services like those listed.

Counseling and instruction must be provided in order to facilitate transition from school to post-school employment and career opportunities.

Measures of learning and competency gains (student progress in achievement of basic and advanced academic skills) and the assessment of special needs of students participating in vocational education regarding their success in the program.

Funding:

Funding for this Act is more narrowly focused. Funds may be used to improve vocational education programs in a limited number of sites and a limited number of program areas that offer FULL participation of individuals who are members of special populations. In addition, priority is given for funding to sites and programs that serve the HIGHEST CONCENTRATION of individuals who are members of special populations.

Funds must be used to provide vocational education programs that are of such size, scope, and quality to be effective, as well as to integrate academic and vocational education through coherent sequences of courses so that students achieve both academic and occupational competencies. In addition, funds must provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118 of the Perkins Act.

"In carrying out the above provisions, funds can be used for the following:

- Upgrading curriculum;
- Purchase of equipment, including instructional aids;
- Inservice training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;
- Guidance and counseling;
- Remedial courses;
- Adaptation of equipment;
- Tech Prep education programs;
- Supplementary services designed to meet the needs of special populations;
- A special populations coordinator paid in whole or in part who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;
- Apprenticeship programs;
- Programs that are strongly tied to economic development efforts in the State;
- Programs which train adults and students for all aspects of the occupation, in which job openings or projects are available;

- Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

- Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan" (Bicanich, 1990).

The formula for allocating funds to the secondary level will be based on three criteria. Seventy percent of the allocation will be based on the Chapter 1 funds of the district. Twenty percent will be based on the number of students with disabilities who have Individualized Education Plans (IEPs). Ten percent will be based on the number of students enrolled in school and adults enrolled in training programs. Postsecondary and adult program funding will be based on the number of Pell Grant recipients enrolled.

Integration of Academic and Vocational Education:

The 1990 Perkins Act also mandates that sites integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science will be taught in vocational education programs, and academics will be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

Accountability:

This new legislation requires all states to develop a statewide system of core standards and measures of performance, including:

- Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills

- One or more measures of performance including:

  1) Competency attainment;

  2) Job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

3) Retention in school or completion of secondary school or its equivalent; and

4) Placement into additional training or education, military service, or employment (AVA Guide to the Perkins Act, 1990).

- Incentives or adjustments that are:

    1) Designed to encourage service to targeted groups or special populations; and

    2) For each student, consistent with the student's individualized education program (IEP) developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate.

- Procedures for using existing resources and methods developed in other programs receiving Federal assistance (AVA Guide to the Perkins Act, 1990)

Each vocational program must be evaluated annually.

Transition:

Transition services are mandated in Section 118.c. Counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities must be provided. Eligible institutions must provide guidance, counseling, and career development services to facilitate transition for students with disabilities.

Collaboration:

Cooperation among agencies that serve the diverse needs of individuals with disabilities is mandated. "Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies" (Sec.118.a). Vocational educators, special educators, and vocational rehabilitation counselors must work together for vocational education planning as well as for monitoring vocational education for individuals with disabilities.

Monitoring Vocational Education for Individuals with Disabilities:

Provision of vocational education for individuals with disabilities must be monitored. "The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program (IEP) developed for such a student under section 614(a)(5) of the Education of the Handicapped Act" (Section 118.a).

All states are required to develop a statewide system of core standards and measures of performance which includes measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills.

Monitoring for Other Special Populations:

The provision of vocational education will be monitored to ensure that students with disadvantages and students of limited English proficiency have access to such education in the most integrated setting possible; and the requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the appropriate State educational agency or State Board who are responsible for students who are members of special populations and will meet education standards of the State educational agency or State Board. (Section 118.a)

Tech Prep Education Programs:

To help build the quality workforce proposed by this Act, it mandated that Tech Prep programs be developed and operated. The law states Tech Prep programs shall:

> "consist of the 2 years of secondary school preceding graduation and 2 years of higher education, or an apprenticeship program of at least 2 years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field" (Section 344.a).

Vocational education teachers, counselors, and other educators should be provided with inservice training regarding Tech Prep programs. Tech Prep education program curricula should be developed. Furthermore, individuals who are members of special populations should be provided equal access to the full range of technical preparation programs, including the development of Tech Prep education program services appropriate to the needs of such individuals. (Section 344[b][6])

SPECIAL EDUCATION LEGISLATION

Individuals with Disabilities Education Act (I.D.E.A.)
(Public Law 101-476, amends P.L. 94-142) - 1990

- Ensures that a free, appropriate education will be made available to all children with disabilities;

- Assists state and local education agencies in providing this education; and

- Assesses the effectiveness of these educational efforts; and

- Provides children with disabilities and their parents with the assurances of due process.

- Guarantees:

  1) Due process
  2) Confidentiality and recordkeeping
  3) Least restrictive environment
  4) Appropriate planning
  5) Nondiscriminatory assessment
  6) Services for ages 5-21
  7) Individualization
  8) Appointment of parent surrogate, if necessary
  9) Children in private settings will receive services

- Mandates transition services for students with disabilities. I.D.E.A. defines transition services as:

> "...a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

- States that the IEP must include:

> "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

This change in legislation now requires the educational planning team to look beyond annual goals and determine long-range goals and activities which must take place to ensure that needed services and supports are intact for students in their adult life. Vocational educators can plan an important role in preparing students for life after graduation. They can greatly enhance the strengths and minimize the concerns of students who have been involved in vocational programs.

Important changes according to I.D.E.A.:

Person first language - ex. "student with learning disabilities" rather than "learning-disabled student."

The term "individual with a disability" is used to replace the term "handicapped person."

Traumatic Brain Injury and Autism are two new categories of disabilities included under this new law.

Rehabilitation Counseling and Social Work Services are eligible related services supported by I.D.E.A.

A new emphasis on long-range transition goals and objectives, intended to ready students for adult roles.

I.D.E.A. supports the coordination of services required under Carl Perkins and mandates coordination and interaction between vocational education, special education, vocational rehabilitation, and social service agencies.

I.D.E.A. authorizes federal funding (provided through competitive grants) for school districts to coordinate with mental health agencies to provide services for children with serious emotional disturbances (Bulletin, Fall 1991).

IEP's required by PL 94-142 must now also include: a statement of needed transition services and if appropriate, a statement of interagency responsibilities. When participating agencies fail to provide agreed-upon transition services, the IEP team will reconvene to develop alternative strategies to meet the transition objectives.

Assistive devices and technological services must be provided for any student who needs such services in order to receive a free, appropriate education.

Multiple transitions must be addressed; for example, from medical care to school, between residential and community placements, between separate and regular classroom settings.

I.D.E.A. requires that schools notify parents of a proposed change in a child's educational placement, and that the child be kept in the existing program pending any appeals.

CIVIL RIGHTS LEGISLATION FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act of 1990 (ADA)

P.L. 101-336

This Act is considered the Civil Rights Bill for people with disabilities.

ADA is designed to provide consistent, enforceable protections from discrimination against individuals with disabilities, similar to those provided on the basis of sex, race, national origin, age, and religion.

ADA defines individuals as "disabled" if:

- They have a physical or mental impairment that substantially limits one or more of their major life activities (walking, talking, breathing, working);

- They have a record or history of such an impairment and are discriminated against because of it; or

- They are regarded by others as having such an impairment and are discriminated against because of it.

This protection includes:

- HIV-positive individuals
- People with AIDS
- Individuals with sensory problems
- Individuals with walking or breathing difficulties
- Individuals with mental disabilities
- Individuals with contagious diseases
- Able-bodied people who are in a relationship with a disabled individual

ADA guarantees equal opportunity for individuals with disabilities in five major areas:

- Public accommodations/services operated by private entities: Businesses and services used daily by the public, including schools, cannot exclude persons with disabilities. New buildings must be accessible to people with disabilities, and existing facilities must remove barriers if the removal is "readily achievable" (easily accomplished).

- Transportation: New public transit vehicles and private transit providers (buses and rails) must be accessible to individuals with disabilities.

- Public services: State and local government operations, including schools, may not discriminate against qualified individuals with disabilities. In addition, public facilities, services, and communications must be accessible to individuals with disabilities.

- Telecommunications: Any company offering telephone access to the general public (e.g., airports, hotels, and other businesses) must offer telephone relay service to individuals who use telecommunications devices for the deaf. This service must be available 24 hours a day, 7 days a week at regular rates by July 26, 1993 (Council for Exceptional Children, 1990).

- Employment: Employers may not refuse to hire or promote a "qualified" (able to perform the essential functions of the job) person with a disability. Employers must also make "reasonable accommodations" for individuals with disabilities (ones that do not impose undue hardship on the operation of the business). Appropriate accommodations should be requested by the prospective employee and agreed upon through collaboration with the employer.

Implications for Transitioning Students:

Students should be aware of their rights under ADA so that they know when their rights are being violated.

Students interviewing for a job should obtain a description of the essential functions of the job prior to the job interview. This will help them prepare for discussing what "reasonable accommodations" might be needed. Employers are required to provide this job description to prospective employees.

Students should be prepared to discuss their disabilities in connection with job performance. Employers cannot directly ask if they have a disability, but will probably ask about strengths and limitations related to the prospective job.

Students should be familiar with the types of reasonable accommodations that may be needed to help them perform the essential functions of the job.

The Rehabilitation Act of 1973
P.L. 93-112

This Act provides the civil rights legislation necessary to enforce the provision of the two education acts. Section 504 describes the framework within which students with disabilities and their parents can initiate a complaint against a school for discrimination. If discrimination charges are found to be valid, federal funds can be withheld. This includes colleges and universities, vocational programs, governments, places of employment, hospitals and clinics, and any public or private group which receives financial assistance from federal government.

Section 502 - Accessibility Legislation

Emphasizes expanding the freedom of individuals with disabilities through removal of architectural barriers and difficulties with transportation to work. Provides for federally funded buildings and activities to be accessible to all people with disabilities.

Section 503 - Affirmative Action Legislation

Requires that every employer doing business with the federal government under a contract for more than $2,500 take affirmative action to recruit, hire, train, and promote individuals with disabilities. Those agencies holding contracts of $50,000 or more and having at least 50 employees are required to develop and maintain an affirmative action program which sets forth policies and practices regarding employees with disabilities.

Section 504 - Nondiscriminatory Legislation

> "No otherwise qualified handicapped person in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This includes the availability of free, appropriate, nondiscriminatory public education, including postsecondary education.

Section 504 also prohibits discrimination in recruitment, testing, admissions, and services. However, a postsecondary institution does not have to make all classroom buildings physically accessible if provisions are made that open all programs to students with disabilities. Auxiliary aids and adaptive devices can be provided by Vocational Rehabilitation or a charitable group, but may be the responsibility of the institution.

The Rehabilitation Act of 1973 as amended defines the term "individual with severe handicaps" as a person:

> "(i) who has a severe physical or mental disability which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of employability;
>
> (ii) whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and
>
> (iii) who has one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, musculoskeletal disorders, neurological disorders (including stroke and epilepsy), paraplegia, quadriplegia, and other spinal cord conditions, sickle cell anemia, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an evaluation of rehabilitation potential to cause comparable substantial functional limitation." (Gettings & Katz, 1988, p. 141)

The 1983 Amendments (P.L. 98-221) to the Rehabilitation Act authorized demonstration projects to provide transition from school to work for youth with disabilities.

The 1986 Amendments (P.L. 99-506) required states to plan with clients for transition from school to work and provided financial support for training and placement of persons with disabilities into supported and competitive employment. This was to be accomplished through state Vocational Rehabilitation services: diagnosis, evaluation, counseling, referral, placement, and medical care including artificial limbs, wheelchairs, or other special devices. Vocational training including cost of tuition was also included (Missouri Protection and Advocacy Services, 1990). In addition, the Amendments ensure access to computers and other electronic equipment in places of federal employment. Services for persons with disabilities so severe as to limit employment are to receive comprehensive services for independent living including housing, transportation, and health maintenance among other services (Gettings & Katz, 1988).

The Rehabilitation Act is currently being reauthorized to initiate changes and establish levels of funding.

OTHER RELEVANT LEGISLATION

Job Training Partnership Act (JTPA)
P.L. 97-300 - 1982

JTPA authorized programs which prepare unskilled adults and youth for productive employment. It gives training to people with limited income or facing serious barriers to employment. The Act also provides for employment and training for permanently laid-off and older workers. State and local governments have the primary responsibility for administration of job training programs and administration under JTPA.

JTPA funds education, on-the-job training, and referral and counseling services designed for transition of economically disadvantages persons into the work force through joint public-private sector initiatives using Private Industry Councils (PICs).Though not specifically created for individuals with disabilities, JTPA programs often serve this individual also.

JTPA mandates interagency cooperation and the integration of business/industry with agencies serving unemployed persons. PICs, composed of private and public sector representatives, have been developed in 15 regions of Missouri. These councils are within Service Delivery Areas (SDAs) and are empowered to use federal funds for programs leading to employment.

The Senate will soon vote on JTPA amendments that would split the current block grant program into separate year-round projects for youths and adults. The House and Senate have similar bills which are expected to be merged.

The President is expected to sign the final compromise bill; however, changes would not take place until January, 1993. (Vocational Training News, 4/16/92)

The Developmental Disabilities and Bill of Rights Act Amendments of 1990 - 101-496

This Act places higher priority on employment-related services and a lower priority on social-development services for persons with developmental disabilities.

Developmental disability is defined as:

- A severe, chronic disability
- Attributable to mental or physical impairment
- Manifested before age 22 and
- Likely to continue indefinitely,
- Resulting in substantial functional limitations in 3 or more major life activities:
  1) Self-care
  2) Receptive/expressive language
  3) Learning
  4) Mobility
  5) Self-direction
  6) Capacity for independent living
  7) Economic sufficiency
- Reflecting need for special lifelong care or treatment, individually planned and coordinated

This definition includes persons with:

- Mental retardation
- Autism
- Cerebral palsy
- Epilepsy
- Head injury
- Learning disability related to brain dysfunction

The Act makes it possible for youth with severe disabilities to pursue competitive employment goals by authorizing grants to support the planning, coordination, and delivery of specialized services to persons with developmental disabilities. The Act also mandates the establishment and operation of a federal interagency committee to plan for and coordinate activities related to persons with developmental disabilities. This law further requires states to set up protection and advocacy systems for persons with developmental disabilities (Horne, 1991).

Fair Labor Standards Act (FLSA)
P.L. 99-486 - 1986

- Sets wage, hour and employment standards that impact most American workers, including young people.

- Has significance for school-based vocational training programs for students with special needs.

- Includes safeguards for persons employed in sheltered workshops and similar sites for persons with physical and mental disabilities.

- Establishes the difference between an employer/employee relationship in which an employee MUST be paid and an employer/trainee relationship in which the trainee does NOT have to be paid.

- The following six criteria must be met in order to establish a nonpaid, employer/trainee relationship:

    1) The training must be similar to what would be given in a vocational school.

    2) The training is for the benefit of the student-trainees.

    3) The student-trainees do not displace regular employees, but work under their observation.

    4) The employer providing the training derives no immediate advantage from the activities of the student-trainees.

    5) The student-trainees are not necessarily entitled to a job when their training is completed.

    6) The employer and the student-trainees understand that the trainees are not entitled to wages for the training time.

All six criteria must be met in order for a "training" situation to exist.

Resources

National Level:

President's Committee on Employment
of Persons with Disabilities
1111 20th Street, NW
Washington, D.C. 20036
(202) 653-5044

U.S. Architectural and Transportation
Barriers Compliance Board
1111 18th Street, NW
Washington, D.C. 20036-3894
1-800-USA-ABLE (Voice or TDD)

U.S. Senate Subcommittee on
Disability Policy
113 Senate Hart Office Building
Washington, D.C. 20510
(202) 224-6265

American Vocational Association (AVA)
Publications
1410 King Street
Alexandria, VA 22314
(904) 336-2740

National Information Center for Children
and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599

Regional Civil Rights Director
Office of Civil Rights, Region VII
P.O. Box 901381
Kansas City, MO 64190-1381
(816) 891-8026

For any number in the federal government:
Capitol information operator (202) 224-3121

For any question regarding legislation: (202) 225-1772

U.S. Department of Justice
Civil Right Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301
(202) 514-1381 (TDD)

For special versions of GED tests:
American Council on Education
GED Testing Service
One Dupont Circle NW
Washington, D.C. 20036-1163
(202) 939-9365

Office on the ADA
Civil Rights Division
U.S. Department of Justice
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301

HEATH Resource Center
One Dupont Circle Suite 800
Washington, D.C. 20036-1193
1-800-544-3284
(202) 939-9320

The Council for Exceptional Children
(CEC)
1920 Association Drive
Reston, VA 22091
(703) 620-3660

Vocational Preparation Teacher

For a copy of any bill or law: U.S. Senate Document Room
(202) 224-7860
U.S. House of Representative Document Room
(202) 225-3456

For information regulation for a law: Call the government department which is sponsoring or administrating a particular law -for example, I.D.E.A.-P.L. 101-476, U.S. Dept. of Ed. (202) 401-0765

Division of Regulation Management: (202) 401-2884

State Level:

Missouri Protection and Advocacy Services
925 South Country Club Drive, B-1
Jefferson City, MO 65109
(314) 893-3333 or 1-800-391-8667

Missouri Vocational Special Needs Association (MVSNA)
101 Madison
Jefferson City, MO 65101

MPACT (Missouri Parents Act, Inc.)
1722 West South Glenstone
Suite 125
Springfield, MO 65804
(417) 882-7434 or 1-800-666-7228

Divisiona of Vocational Rehabilitation
2401 East McCarty Street
Jefferson City, MO 65102
(314) 751-3251

Disability Determinations Section
2401 East McCarty Street
Jefferson City, MO 65201
(314) 751-2890

Department of Elementary and Secondary Education (DESE)
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4212

Department of Mental Health
1706 East Elm Street
Jefferson City, MO 65101
Office of Administration
(314) 751-4055
Legislative Liaison
(314) 751-2881
Division of Mental Retardation and Developmental Disabilities
(314) 751-4054
Division of Comprehensive Psychiatric Services
(314) 751-5212

Missouri LINC
401 E. Steward Rd.
University of Missouri
Columbia, MO 65211
(314) 882-2733 or
1-800-392-0533 (Missouri only)

For ADA technical assistance:
4816 Santana Circle
Columbia, MO 65203
(314) 882-3600
1-800-359-9590

Job/Life Skills

JOB/LIFE SKILLS

Overview

This section of the manual will address skills useful to students in obtaining employment as well as other life situations. Included will be suggestions for teaching practical skills such as following directions, filling out application forms, learning about finances, and conducting mock job interviews. Also included are less tangible skills such as ways to increase student motivation, improve interpersonal relations and teach daily living skills such as health and grooming.

What Are Some Suggested Ways the Vocational Preparation Teacher Can Help Students Who Are Members of Special Populations Become More Skillful in Following Directions?

Skill in following directions is primarily a function of paying attention to and understanding what directions mean. Although students often must be helped on an individual basis, the following are some general guidelines which can be used to help them become more skilled at following directions.

- Gain the full attention of students before giving directions. This may be done by standing next to students, asking questions regarding information just presented, cuing students to put everything away except their papers and pencils and to get ready to write directions. The vocational preparation teacher might write the directions on the board and have students copy them or explain the assignment verbally.

- Communicate in such a way as to ensure that all students have heard and understood the directions. Watch for signs of confusion or non-comprehension.

- Encourage questions from the students to clarify anything not understood in the directions.

- If the directions are part of a daily or weekly routine, the teacher may want to incorporate a cue such as a particular sound or colored flash card to remind students that a certain activity is about to begin.

- Start with simple directions involving one or two steps, and then gradually progress to more complex directions when students have mastered the previous level of difficulty.

- Use lots of positive reinforcement for each step a student completes accurately.

- When students make mistakes, begin by going back to the last step they finished easily. Then proceed forward to the next more complex step, repeating it until it too is mastered.

- Make sure students know the meaning of words often used in giving directions, such as prepositions like: above, below, from, to, in, out; verbs like: before, after, quickly, slowly; and adjectives like: left, right, green, upper, lower.

- Give students opportunities to give directions, orally and in writing. This helps them understand how one mistake can cause major problems.

How Can the Vocational Preparation Teacher Help Teach Students Appropriate Interpersonal Relations (How to Get Along with Other Employees, Responsibility for Their Own Behavior, etc.)?

Social skills such as smiles, greetings, and small talk are seemingly insignificant but important parts of our culture and can make a big difference in both acquiring and keeping a job. If students can learn these skills early, it can save them from possible rejections and feelings of failure. Here are some specific pointers:

- Discuss good manners and why they are important. For example, saying "please" when requesting something, "thank you" when accepting something, "hello" or "good morning" when greeting someone, and "I'm sorry" when someone has been offended. Practice these skills and make them a part of the grading system.

- Pair up students and practice good manners with each other. Give them sample situations to role-play such as: When arriving for work, say "Good morning" or "Hello, how are you?" When asking for something from a co-worker, say, "Please, may I use that?" or "Would you please help me with this?" After receiving an object or some help, say "Thank you very much." And when you have offended or hurt someone, say, "I'm sorry" or "Please excuse me."

- Discuss conversational skills and why they are important to good work relationships. Include volume, distance, eye contact, speed, listening, etc.

- Have students pair up and demonstrate to each other good and bad habits in making conversation. Good habits might include: listening, making eye contact, keeping a positive attitude, acknowledging what the speaker said, smiling, looking pleasant, keeping the proper social distance, speaking so as to be heard but not too loudly or too softly. Bad habits might include: not looking at the speaker, looking indifferent to what is being said, not answering or acknowledging what was said, frowning, criticizing, standing too close or too far away, speaking too softly, or shouting.

- Discuss feelings of the listener in both the "good habit" situation and the "bad habit" situation.

- Discuss social distances and what are appropriate distances for different relationships such as family relationships as opposed to work relationships.

- Role-play acceptable social distances within the different kinds of relationships. Afterward discuss how it felt to be too close to co-workers or teachers.

- Discuss with students what having a positive attitude means and why it is important in a work environment. For example, the teacher could demonstrate a positive attitude toward the students by smiling and making pleasant comments, then ask the students how that made them feel. By contrast, he/she could frown and make critical comments to show the difference in feelings elicited from the negative attitude. The teacher might videotape the sessions so that the students can review them later and check for body language.

- Pair up students and have them demonstrate to each other first, a negative attitude and then a positive attitude. Discuss how the different attitudes made them feel, both as the active and passive participant.

- Discuss cooperation and why it is important in a work situation. Have students give examples of cooperation in school, at work, and at home. Point out likenesses and differences in these situations as well as responsibilities in each.

- As a class, plan some social activity such as a holiday party, encouraging participation and cooperation from all students. Then discuss why cooperation is important in planning such an activity.

- Discuss self-esteem and how feeling good about oneself makes students feel better about each other and get along better with others. Ask students to tell good things about a classmate, a friend, a co-worker, and themselves.

- Pair up students and have them tell each other 3 things each likes about himself/herself and 3 things each likes about the other. Discuss how they felt during that exercise.

- Have students role-play helping each other. Pair them up and have them take turns being the helpee and then the helper. The helper can help by reading to his/her partner, writing for him/her, etc. Discuss as a group how it feels to have someone care enough to help you and why it is okay to ask for help.

- Discuss constructive criticism - what it is and how it might be helpful on the job. Role-play appropriate ways to respond to constructive criticism.

- Discuss responsibility for one's own behavior. Show students that they are the only ones who can change their behavior, and only if they take responsibility for it first.

- Give students examples of coping strategies to deal with anger, frustration, and feeling upset. For example, asking questions, asking for help, and expressing their feelings.

- Have students pair up and tell each other about a recent incident in which they felt angry/frustrated/upset. Have them look at how they were the ones responsible for the behavior, and have them role-play a better way to handle that situation next time.

- Discuss appropriate versus inappropriate social skills on the job. Ask students to think of a time in which a worker (waitress, cashier, secretary, etc.) demonstrated inappropriate skills and how the situation should have been handled.

How Can the Vocational Preparation Teacher Help Students Develop a Sense of Responsibility?

Responsibility may very well be one of the most important tasks we can teach students. In order to get and keep jobs and be happy productive members of society, demonstrating responsibility may serve the student as well as or better than many tasks we teach. It is, however, a difficult area to teach, and comes with practice. Some suggestions for teaching students responsibility include:

- Make appointments with students and demonstrate to them how to schedule them on their calendars. Explain to them the importance of keeping appointments in order for you to help them succeed.

- Chart their responsible behavior.

- Demonstrate responsibility by keeping your word. If you say you are going to cover a particular topic with them, be sure to do it.

- Encourage students to follow directions. When directions are followed without difficulty, a responsible behavior is being exhibited.

- Encourage students to ask questions. People become more responsible when they know what they are doing.

- Assist students in organizing their work and work area so no one gets hurt and nothing gets lost. This shows respect for the student, the classroom, classmates, and instructors.

- Discuss honesty with the students. A student who is honest is demonstrating responsibility.

- Encourage students to look for tasks to do when their assignment is completed. This teaches them initiative which tells the instructor (or later the boss) that the student is responsible.

What Are Some Suggestions for Helping Students Fill Out Forms, Job Applications, etc.?

As in following directions, it is important that students understand the words on application forms so they know what is being asked of them on the form. It is also helpful for them to be familiar with the different steps involved in obtaining credentials so they do not feel overwhelmed by this process. Some suggested methods to help in this process include:

- Make up a vocabulary list of the words used on application forms using actual forms, including abbreviations. Go over the definitions of each of the words, encouraging student input and listing the definitions on the board.

- Pair up the students and have them drill each other on the definition of these words to the point of being able to use them correctly in sentences.

- Students could make up flash cards using these "form terms" with the definitions on the back to use in drilling each other or for games such as Fish.

- Discuss the difference between questions on the application forms that ask for facts (birthdate, work experience) and those that ask for opinions (why they want the job, why they think they would be good at the job).

- Pass out actual job application forms and have students point out which questions ask for facts and which ask for opinions. (See Resources)

- Discuss why neatness and legibility are important in filling out job applications. (See Resources)

- Help students start a file entitled "My Job Application File." Include in it potentially needed personal papers such as: Birth Certificate, Social Security Card, Personal Data Sheets, Driver's License, Work Permit, Health Certificate, as appropriate and necessary.

- Obtain application forms for the certificates and licenses listed above, and have students learn to fill them out in order to receive the necessary credentials for their future jobs.

- A field trip to the driver's license bureau might be helpful to familiarize students with the process of obtaining a driver's license or an identification card. Call ahead of time and arrange to have someone there talk to the class about what to expect.

- Give students a Personal Data Form (see Resources) which contains pertinent information generally found on applications. Ask them to complete the form neatly, laminate it, and fold it to fit in their wallets. Check from time to time to see if they are carrying the forms with them.

How Can the Vocational Preparation Teacher Encourage Open, Honest Communication Among Students in Class Discussions?

Probably the best way to promote open communication in the classroom is by example. If the vocational preparation teacher shows a caring and positive attitude, is non-defensive and straightforward with students, and shows respect to himself/herself as well as to his/her students, the students will tend to model that behavior and treat each other with respect and openness. A few suggestions to help with this include:

- Model unconditional acceptance of students and a non-judgmental attitude toward their contributions in class.

- Promote students' asking questions whenever they do not understand something. Show respect for the questions even when the answer seems obvious.

- Allow and even encourage students to express disagreement with others, as long as they do it appropriately (politely, verbally rather than through physical means).

- Incorporate student participation in all class activities through discussions, role-plays, peer tutoring, etc. to help them feel involved and that their input is valuable.

- Include in the curriculum problem-solving skills and decision-making skills to help students take more responsibility for their lives.

- Treat students with respect at all times including during disciplinary actions. Once a problem is resolved, try not to "hold a grudge."

- Use lots of positive reinforcement for things the students do right and well. Try to focus on the positive more than on their mistakes.

- Avoid comparison and competition among the students.

What Are Some Suggestions for the Vocational Preparation Teacher in Motivating Students?

An important factor when working with any student is motivation. Students with disadvantages often need a variety of techniques to motivate them. The following are suggestions to use when attempting to motivate students who are members of special populations.

- Determine the student's interests and capitalize on these when presenting new information or putting together a new unit.

- Provide motivating field trips, films, guest speakers, and activities.

- Give students the opportunity to assume responsibility in order to demonstrate their positive leadership qualities. Assign a student to be "Supervisor" for the day, or for one lesson.

- Personalize programs by demonstrating genuine interest in each student.

- Assign team projects so the student can demonstrate what he/she knows as well as learning from others. The total project will be a success, thus making him/her feel like a success as well.

- Allow students to select from a list an area that each student will "teach" the other students, to reinforce something already presented.

- Make assignments clear and answer any questions they have immediately to save confusion and frustration.

- Communicate successful performance to parents.

- Meet individually with students from time to time to provide one-on-one attention and positive interaction.

- Allow students to vote on a Student-of-the-Month. Post that student's picture on the wall and give rewards when appropriate.

- Provide a positive environment.

What Are Some Suggestions for Helping Students Learn About Finances and Their Role as a Responsible Consumer?

One important thing to remember in teaching about finances is to keep it relevant to students' life experiences. Help them to continually focus on how they can use what they are learning to help them in life. Will it help them to get a job? Will it help them at home? Will it help them in their leisure time? How will what they are learning do all these things? In other words, why do they need to know what you want them to learn? To help students learn more about becoming responsible with finances, the following suggestions might be utilized:

- When studying math skills, discuss how learning about math can help them in real life. For example, when paying for something and receiving change, how can they tell if the change is correct?

- List and have the students identify the different coins and bills (penny, nickel, dime, quarter, half-dollar, dollar, $5, $10, $20, $50, $100) we use in American money. A riddle game could be created in which a description of the coin or bill is read to the class, and they guess what coin or bill it is.

- When students can comfortably add up the cost of a McDonald's meal, pay for it, and receive change, arrange a field trip to McDonald's to let them experience it in real life.

- Discuss compensation for work and the different forms it takes, such as hourly wages (e.g., clerical), salary (e.g., manager), commissions (e.g., sales). Have students bring in examples from classified ads of different types of payments for work.

- List on the board all living expenses the students can think of. Be sure they include: rent, electricity, gas, water, trash pickup, car payment, food, clothing, and entertainment. Have them come up with an average amount for each, then add up the total and discuss the cost of living today.

- Discuss how many expenses would be added to the above list if they were to have a baby. Make another list of these expenses connected with pregnancy, birth, and child care. Be sure to include doctor's visits, delivery costs, baby food, bottles, diapers, baby clothes, crib, playpen, high chair, stroller, car seat, day care costs, etc. Discuss financial aspects of starting a family.

- Let each student pick out a job he/she thinks would be suitable and find out the pay range for that job. They can call the workplace, look in newspaper ads, or use resources such as the *Occupational Outlook Handbook* (O.O.H.) Then ask them to work out their own budget for living expenses based on that pay range.

- Ask students to figure up their weekly, bi-weekly, and monthly pay based on their chosen occupation or based on different hourly wages they might earn. Then have them figure in overtime. Before they get too carried away with becoming rich, remind them of federal taxes. Show them how to determine how much will be deducted from their wages. Income tax tables and forms and other tax withholding forms can be obtained free for teachers by calling the I.R.S.

- Discuss ordering from a catalog. Ask how many students have done this and ask them to share how they went about it. Obtain catalogs of office supplies or auto/engine parts if possible. Make copies of the ordering form inside. Group students according to the number of available catalogs and have them look up and order various items as part of an imaginary job assignment. Some can call in their orders. Point out that they will need information such as the item number, page number, size, color, price, etc. in front of them before placing the call.

- Present information on opening checking and savings accounts at the bank. Ask if any students have their own account, and if so to share their experiences with it. List on the board all the paperwork students will need to have before going to the bank. Pair up students and have them role-play opening an account. When they feel comfortable with this, perhaps plan a field trip to the bank.

- Have an "art lesson" in which students create "counterfeit" money. Use cardboard or manila folders for coins and green construction or copier paper for bills. Have each student make $100 as follows: 1 - $50, 1 - $20, 1 - $10, 2 - $5's, 6 - $1's, 9 quarters, 10 dimes, 10 nickels, 25 pennies. Students could also create items to purchase by cutting out magazine pictures and pasting them to index cards.

- Pair up students and have them "buy" imaginary or created items from each other with their newly created money. Have them practice counting back change until they can do it easily. Then discuss sales tax and pass out copies of sales tax charts. Let students practice making sales and purchases with tax added until they can do that easily too.

- Ask how many students would like to have their own car. Discuss the cost of purchasing a car. Have them bring in ads from the newspaper giving prices for both new and used cars. Pair up students and let them tell each other what kind of car they want and how much it will cost. Be sure to figure interest on loans, sales tax, insurance, and upkeep.

- Provide the class information on automobile loans. Call local banks to get the current interest rate for auto loans. Show students how to figure interest and add it to the purchase price of their chosen car. Assign each student the project of choosing a car to buy, figuring its costs with interest and other related monthly expenses, and adding it to their previously drawn up budget.

What Are Some Suggestions for Conducting Mock Job Interviews?

Going for job interviews can be a frightening experience, especially for students with special needs. The vocational preparation teacher can "normalize" this experience by fostering a positive attitude toward it and by instilling a feeling of familiarity with the process through exposure to it. This will help the student feel more comfortable and prepared. Some suggestions for preparing for job interviews include:

- Project a positive attitude when talking about job interviews. If students are nervous about them, encourage them to look at them as opportunities to improve their skills in meeting prospective employers, making good impressions, and judging whether the jobs are what they want.

- Remind students that the interview is their chance to look over the prospective employer and company and see if they would like that kind of job, as well as the employers looking at them.

- Show students how to research the prospective company in order to feel more comfortable in the interview as well as to better tell why they want the job.

- Discuss telephone courtesy and why it is important. One example is to make a good first impression. Role-play phone calls to request job interviews, to ask for a job application, to thank the interviewer, etc., until it is comfortable for all the students.

- Discuss the importance of dressing neatly in making a first impression. Have students plan what they would wear to look their best in job interviews. Require them to bring clothes for a mock interview and videotape their dress to demonstrate appropriateness.

- Have students pull out their job application files for reference in answering potential questions from job interviews, such as: What skills do you have that would make you appropriate for this job? What job experience have you had? How much education have you had? What salary do you expect?

- Pair students up and have them actually conduct mock job interviews on each other, taking turns being the applicant until they feel comfortable going to a job interview. Have the "prospective employer" give the "applicant" specific feedback, both positive and negative, on their interview performance. Provide specific guidelines of employment criteria including dress, grooming, personality, voice, and language.

- If possible, videotape a mock job interview and let the student and a peer, teacher, or local employer evaluate it. Be sure to balance negative feedback with positive, pointing out what the student did well in the interview. Keep recordings of student performances for comparison with later interviews.

- Ensure that students understand their legal rights under the Americans with Disabilities Act (ADA). For example, buildings of prospective employers must be accessible to students with disabilities, and employers may not refuse to hire someone who is able to perform the essential functions of a prospective job.

- Sample job descriptions could be obtained so as to determine the essential functions of a given job. Then students could practice discussing with the prospective employer what strengths and limitations they would bring to this job and what accommodations may need to be made for them.

What Are Some Suggestions for Teaching Daily Living Skills (Health, Grooming, etc.)?

Appearance is as important as social skills in getting and keeping a job. Students with special needs especially should be made aware of the impression their appearance gives from both a social perspective and a health perspective. They need feedback on how they look and the way their appearance contributes to others' opinions of them. A few suggestions of ways to do this include:

- Brainstorm with the class to list reasons why appearance is important in obtaining and keeping a job.

- Ask for a volunteer from the class. Take him/her aside, and have him/her adopt a slouch, frown, or indifferent expression. Then have the same student leave the room, neaten his/her appearance, and return with a smile. Discuss the difference in the two impressions given.

- Discuss appropriate clothing and why different clothes are appropriate for different jobs. Talk about "blue collar" jobs as opposed to "white collar" jobs, and why the dress is different for each. Pair up students and have them tell each other what clothes are appropriate for a list of jobs you have put on the board.

- Have students use magazines to cut out pictures of clothes they admire and bring the pictures to class. Ask students to tell each other for what jobs or leisure situations those clothes would be most appropriate.

- Talk about why it is important to bathe daily, brush teeth and hair, shave, use deodorant, clean and trim nails, etc. Include making a good impression, looking and smelling pleasant and fresh, and health purposes such as not spreading germs. Also discuss the need to shake out and hang up wool clothing which may not get cleaned as often as one would like.

- Point out the influence of good health on the way students feel physically, how much energy they have to get things done. Go over basic nutrition and the way it contributes to feeling good and having energy to work and play. Include the benefits of exercise.

- Brainstorm foods that are nutritious and list them on the board. Then list activities that provide good exercise.

- Pair students up and have them tell each other things they like to eat that are nutritious, and things they like to do that give their bodies exercise.

- Pair up students and have them take the "Rate Yourself Grooming" quiz. Let them help each other evaluate themselves as to their grooming. Have each student make a list of things he/she needs to work on. (See Resources.)

Resources

- Application Forms
- Personal Data Sheet
- Job Interview Questionnaire
- "Rate Yourself Grooming" Worksheet

GENERAL ELECTRIC

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

SAMPLE COPY

It is the policy of the General Electric Company to provide employment, training, compensation, promotion and other conditions of employment without regard to race, color, religion, national origin, sex or age, except where age or sex are bona fide occupational requirements.

PERSONAL

PRINT NAME ______ Last First Middle (Maiden) SOC. SEC. NO.

TEMPORARY ADDRESS ______

PERMANENT ADDRESS ______ No. & Street City State Zip Code Telephone

	NAME	RELATION	NAME	RELATION
NAMES OF HUSBAND OR WIFE, AND DEPENDENT CHILDREN				
PARENTS' NAMES				

NOTIFY IN EMERGENCY ______ Name Address Telephone

HAVE YOU ANY DEFECTS OR LIMITATIONS? (Physical, Mental, other.) ☐ YES ☐ NO IF YES, EXPLAIN FULLY

CHECK ONE: MAN ☐ WOMAN ☐

HEIGHT ______ WEIGHT ______

JOB INTEREST

POSITION DESIRED

WAGES OR SALARY EXPECTED $ PER { HR. WK. MO.

OTHER POSITIONS FOR WHICH YOU ARE QUALIFIED

DATE AVAILABLE

WHAT INTERESTED YOU IN GE?

LIST NAMES AND COMPANY LOCATIONS OF RELATIVES EMPLOYED BY GE

WERE YOU EVER EMPLOYED BY GE? IF YES, WHERE & WHEN?

HAVE YOU EVER APPLIED FOR WORK AT GE? IF YES, WHERE & WHEN?

EDUCATION AND TRAINING

CIRCLE HIGHEST GRADE COMPLETED IN EACH SCHOOL CATEGORY	GRADE SCHOOL	HIGH SCHOOL	COLLEGE	GRAD. SCHOOL
	1 2 3 4 5 6 7 8	9 10 11 12	1 2 3 4	1 2 3 4

	NAME	LOCATION	COURSE-DEGREE	YEAR GRADUATED
GRADE SCHOOL			X X X X	
HIGH SCHOOL				
COLLEGE				
GRADUATE SCHOOL				

APPRENTICE, BUSINESS OR VOCATIONAL SCHOOL

SERVICE SCHOOLS OR SPECIAL SERVICE EXPERIENCE

OTHER TRAINING OR SKILLS (Factory or Office Machines Operated, Special Courses, etc.)

POSSIBLE BUSINESS RELATED INTERESTS (Volunteer Firemen, First Aid Training, etc.)

MILITARY

BRANCH OF U.S. SERVICE	DATE ENTERED	DATE DISCHARGED	FINAL RANK	SELECTIVE SERVICE CLASSIFICATION

TYPE DISCHARGE

RESERVE OR NATIONAL GUARD STATUS

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR A FELONY? ☐ YES ☐ NO IF YES, EXPLAIN FULLY

FN-001 (4-71)

PRINT NAME
LAST
FIRST
MIDDLE
(MAIDEN)

EMPLOYMENT HISTORY

PLEASE LIST ALL EMPLOYMENT STARTING WITH PRESENT OR MOST RECENT EMPLOYER.

ACCOUNT FOR ALL PERIODS, INCLUDING UNEMPLOYMENT & SERVICE WITH U.S. ARMED FORCES. USE ADDITIONAL SHEET IF NECESSARY.

DATES	NAME & ADDRESS-EMPLOYER	1 JOB TITLE 2 DEPARTMENT 3 NAME OF SUPERVISOR	DESCRIBE MAJOR DUTIES	WAGES	REASON FOR LEAVING
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	
FROM Month Year TO Month Year		1 2 3		STARTING $ per FINAL $ per	

INTERVIEWER'S COMMENTS

INTERVIEWED BY ____________________ DATE __________

PRE-EMPLOYMENT STATEMENT

I voluntarily give the General Electric Company the right to make a thorough investigation of my past employment and activities, agree to cooperate in such investigation, and release from all liability or responsibility all persons, companies or corporations supplying such information

I consent to taking the pre-employment physical examination and such future physical examinations as may be required by the Company.

I agree that the entire contents of this application form, as well as the report of any such examination, may be used by the Company in whatever manner it may wish.

If employed by the Company, I understand that such employment is subject to:
(1) the security policies of the Company;
(2) my receiving and retaining security clearances required by Government regulations whenever such clearances are necessary for work on jobs to which I may be assigned,
(3) my wearing or using protective clothing or devices as required by the Company and complying with the safety rules;
(4) my working reasonable overtime and on outside work assignments, and my working on all shifts as assigned.
(5) my providing such personal tools as may be required,
(6) my obtaining a Fidelity Bond.

I further understand that any false answers or statements made by me on this application or any supplement thereto, or in connection with the above-mentioned investigation, will be sufficient grounds for immediate discharge

APPLICANT'S SIGNATURE ____________________ DATE __________

EMPLOY T APPLICATION

SOC CURITY NO. ____________

NAME ____________ FIRST NAME ____________ MIDDLE INITIAL ____________ LAST NAME ____________ STREET ADDRESS ____________

APT. NO. OR BOX ____________ CITY ____________ STATE ____________ ZIP ____________ AREA CODE ____________ TEL. NO. ____________

ARE YOU 18 OR OLDER? ☐ YES ☐ NO, IF NOT, AGE ____________

EVER WORKED FOR McDONALD'S BEFORE? IF YES, DATES AND LOCATION ____________

AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK ____________

HOURS AVAILABLE:

	M	T	W	T	F	S	S
FROM							
TO							

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐ YES ☐ NO

HOW DID YOU HEAR OF JOB? ____________

HOW FAR DO YOU LIVE FROM STORE? ____________

DO YOU HAVE TRANSPORTATION TO WORK? ____________

SCHOOL MOST RECENTLY ATTENDED:

NAME ____________ LOCATION ____________ PHONE ____________

TEACHER OR COUNSELOR ____________ DEPT. ____________ LAST GRADE COMPLETED ____________ GRADE POINT AVERAGE ____________

GRADUATED? ☐ YES ☐ NO NOW ENROLLED? ☐ YES ☐ NO SPORTS OR ACTIVITIES ____________

TWO MOST RECENT JOBS: (IF NOT APPLICABLE, LIST U.S. MILITARY, WORK PERFORMED ON A VOLUNTARY BASIS OR PERSONAL REFERENCES)

COMPANY ____________ LOCATION ____________

PHONE ____________ JOB ____________

SUPERVISOR ____________ DATES WORKED: FROM ____________ TO ____________

SALARY ____________ REASON FOR LEAVING ____________ MGMT REFERENCE CHECK DONE BY ____________

COMPANY ____________ LOCATION ____________

PHONE ____________ JOB ____________

SUPERVISOR ____________ DATES WORKED: FROM ____________ TO ____________

SALARY ____________ REASON FOR LEAVING ____________ MGMT REFERENCE CHECK DONE BY ____________

PHYSICAL: ANY HEALTH PROBLEMS OR PHYSICAL DISABILITIES WHICH COULD AFFECT YOUR EMPLOYMENT? ☐ YES ☐ NO

DO YOU NOW HAVE OR HAVE YOU HAD, WITHIN THE LAST SIX MONTHS, ANY CONTAGIOUS OR COMMUNICABLE DISEASES, OR GASTRO—INTESTINAL INFECTIONS, OR HAVE YOU EVER HAD HEPATITIS OR SALMONELLA? ☐ YES ☐ NO

EXPLAIN ANY YES ANSWERS IN DETAIL: ____________

*DURING THE PAST 10 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐ YES ☐ NO

IF YES, DESCRIBE IN FULL ____________

* A conviction will not necessarily bar you from employment.

1. I certify that the information contained on this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with the policy of this independent McDonald's franchise. 2. I authorize the references listed above to give you any and all information concerning my previous employment and pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. 3. I acknowledge that, if I become employed, I will be free to terminate my employment at any time for any reason and this McDonald's franchise retains the same rights. No representative of this McDonald's franchise has the authority to make any contrary agreement.

DATE ____________ SIGNATURE ____________

This McDonald's franchise is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition State and Local laws prohibit discrimination on the basis of disability and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

YOUR APPLICATION WILL BE CONSIDERED ACTIVE FOR 30 DAYS-FOR CONSIDERATION AFTER THAT YOU MUST REAPPLY. THIS RESTAURANT IS OWNED AND OPERATED BY AN INDEPENDENT McDONALD'S LICENSEE.

APPLICANTS - PLE ETACH THIS TEAR OFF SECTION AN AKE WITH YOU.

If hired, Federal Law requires that you furnish documentation showing your identity and that you are legally authorized to work in the United States.

SEE BACK OF THIS TAB FOR SPECIFIC DOCUMENTS NEEDED.

APPLICANTS — PLEASE DETACH THIS TEAR OFF SECTION AND TAKE WITH YOU.

McDonald's

- FLEXIBLE HOURS
- ADVANCEMENT OPPORTUNITIES
- COMPETITIVE WAGES
- WAGE REVIEWS
- PERFORMANCE REVIEW
- PAID TRAINING
- FRIENDLY WORK ENVIRONMENT
- UNIFORMS
- LIBERAL MEAL BENEFITS
- EMPLOYEE ACTIVITIES
- SERVICE AWARDS

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010
1988

1 Type or print your first name and middle initial — Last name

2 Your social security number

Home address (number and street or rural route)

City or town, state, and ZIP code

3 Marital Status
☐ Single ☐ Married
☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

4 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) . . . **4**

5 Additional amount, if any, you want deducted from each pay . . . . **5** $

6 I claim exemption from withholding because (check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld.

c If both **a** and **b** apply and you satisfy the additional conditions outlined above under "Exemption From Withholding," enter the year effective and "EXEMPT" here. Do not complete lines 4 and 5 above . . . . . ▶ Year 19

7 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or, if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ **Date** ▶ , 198

8 Employer's name and address **(Employer: Complete 8, 9, and 10 only if sending to IRS)**

9 Office code

10 Employer identification number

U.S. law requires that, if hired, you must furnish your social security card* and one of the following documents within 72 hours of starting work:

- A card issued by Federal, State or local government showing your identity
- Driver's license, or state issued I.D. card with photo
- School I.D. card with photo
- Current INS Forms with employment authorization stamp
- U.S. passport
- Voter's registration card
- U.S. military card or other draft card

*If you do not have a social security card, you may present an original or copy of a U.S. birth certificate, or Department or State Forms FS-545 or DS-1350 or INS Forms I-327, I-571, I-197, I-179.

Employment Application

UNIVERSITY OF
MISSOURI-COLUMBIA
HOSPITAL & CLINICS

The Staff for life

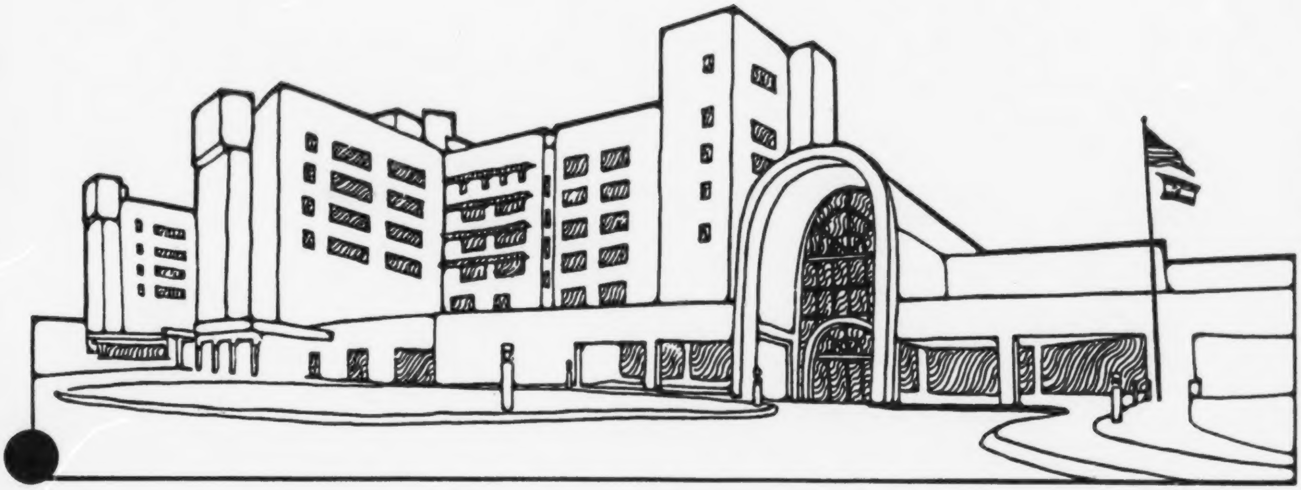
One Hospital Drive Columbia, Missouri

NAME ______ Last ______ First ______ Middle ______

Social Security No. ______

SEQUENCE NUMBER ______

DATE ______



An Affirmative Action/Equal Opportunity Employer

PLEASE TYPE OR PRINT LEGIBLY IN INK.

Personal Information

Mr. Dr.
Ms. Rev.
Name (Last) (First) (Middle) ____________________ Social Security Number ____________

Address (Street) (City) (State) (Zip) ____________________

( ) ______ Home Phone ( ) ______ Work Phone

Age ☐ Less than 14 ☐ 14-15 ☐ 16-17 ☐ 18-20 ☐ 21 & over

Are you related to any member of the Board of Curators? ☐ Yes ☐ No

If yes, name and relationship ____________________

Are you related to anyone now employed by the University? ☐ Yes ☐ No

If yes, name and relationship ____________________

Other name(s) you have been employed under ____________________

Have you ever been employed by the University? ☐ Yes ☐ No

If yes, list department, supervisor and dates ____________________

Have you ever been convicted of any felony? ☐ Yes ☐ No If yes, explain (do not include traffic violations)

____

Do you have any disability that should be considered in assigning you to work? ☐ Yes ☐ No

If yes, explain ____________________

Are you a U.S. citizen? ☐ Yes ☐ No

If not, do you have an immigration status that permits you to work? ☐ Yes ☐ No

If yes, type of status ____________________ and expiration date __________.

Type of Employment Preferred

Indicate type of employment preferred.

- ☐ (FP) Full-time
- ☐ (PT) Part-time
- ☐ (FT) Temporary
- ☐ (FT) Summer Only
- ☐ (A) Any of the above

Preferred Shift.

- ☐ ( ) 7am-3pm or 8am-5pm
- ☐ (A) 3pm-11:30pm
- ☐ (B) 11pm-7:30am
- ☐ (D) Rotating Shift
- ☐ (E) 12 hour weekends only
- ☐ (X) Other __________

For part-time employment, indicate hours available to work

Monday ____________________
Tuesday ____________________
Wednesday ____________________
Thursday ____________________
Friday ____________________
Saturday ____________________
Sunday ____________________

How soon will you be available? ____________________

Check one:

- ☐ (A) I would like to be considered for any position relating to my skills.
- ☐ (C) I would like to be considered for any position but want to be contacted before my application is forwarded to the department.
- ☐ (S) I am applying for a specific position and do not want to be considered for any other positions.

I do not wish to be considered for positions with a salary below $ __________. (optional)

Staff Only

Complete entire application to be considered for transfer.
Are you currently employed at the University (check one)

- ☐ (X) Part-time (less than 75% FTE)
- ☐ (X) Temporary (position is less than 6 months, full or part time)
- ☐ Full-time (75%-100% FTE, more than 6 months) Indicate which campus currently employed.
  - ☐ (C) UM-Columbia
  - ☐ (H) UM-Hospital & Clinics
  - ☐ (U) UM-Central Administration
  - ☐ (K) UM-Kansas City
  - ☐ (S) UM-St. Louis
  - ☐ (R) UM-Rolla

Have you told your supervisor that you are seeking a transfer? ☐ Yes ☐ No
(Your supervisor will be contacted for references.)

SEQUENCE NUMBER __________

NAME __________ Last First Middle

Employment

List present or most recent employment first. List all employment experience including military and volunteer service. Supplemental sheets are available upon request. Show employment history for at least ten years or from the time you left school. You may attach supporting documents (resume, letter of reference, etc.) but you must complete the employment section. This information will be used in reference checks necessary for further consideration. Failure to answer all items in the following section may eliminate you from further consideration.

Firm Name

Job Title

If currently employed, may we contact for references?
Yes ☐ No ☐

Address (Street, City, State, Zip)

Salary Beginning / Ending

( )
Telephone

Supervisor

Reason for leaving

Employment Dates (From-To)

☐ Full-time ☐ Part-time

Month Day Year to Month Day Year

If part-time, how many hours per week?

Describe Duties

Firm Name

Job Title

Address (Street, City, State, Zip)

Salary Beginning / Ending

( )
Telephone

Supervisor

Reason for leaving

Employment Dates (From-To)

☐ Full-time ☐ Part-time

Month Day Year to Month Day Year

If part-time, how many hours per week?

Describe Duties

Firm Name

Job Title

Address (Street, City, State, Zip)

Salary Beginning / Ending

( )
Telephone

Supervisor

Reason for leaving

Employment Dates (From-To)

☐ Full-time ☐ Part-time

Month Day Year to Month Day Year

If part-time, how many hours per week?

Describe Duties

Firm Name

Job Title

Address (Street, City, State, Zip)

Salary Beginning / Ending

( )
Telephone

Supervisor

Reason for leaving

[illegible]loyment Dates (From-To)

☐ Full-time ☐ Part-time

Month Day Year to Month Day Year

If part-time, how many hours per week?

Describe Duties

Education

Circle highest grade completed

1 2 3 4 5 6 7 8 9 10 11 12 Other 1 2 College 1 2 3 4 5 6

Do you have a high school diploma or equivalent? Yes ☐ No ☐

Please list all education beginning with high school

Name and location	from	to	Course of Study	Total Hours	Degree
High School	Mo Yr	Mo Yr			
Technical/Vocational	Mo Yr	Mo Yr			
College	Mo Yr	Mo Yr			
	Mo Yr	Mo Yr			
Graduate School	Mo Yr	Mo Yr			

We may request a high school and/or college transcript.
If you have completed a degree program it is essential to complete an educational supplement.

Skills & Certifications

List all valid professional licenses and registrations you hold; include the certification/registration number and the date of expiration.

Indicate other employment skills, special training or related courses. Include any other information that would strengthen yo application.

References

Please list two people other than past employers or relatives.

Name	Address (City, State, Zip)	Telephone
Name	Address (City, State, Zip)	Telephone

Signature

PLEASE READ CAREFULLY AND SIGN—I certify that the above statements are correct, and if employed, understand that any false information in this application, or its supporting documents, will be sufficient grounds for termination without notice. I further agree that all rules, orders and regulations of the Board of Curators affecting my employment shall constitute a part of my appointment or employment. My signature authorizes the University of Missouri to review my previous employment, driving and criminal records, and other background data as it may relate to the position(s) for which I am applying.

Signature

Date

Personnel use only	Typing Score	WPM	Errors	Correct WPM	Date

42

56

Application Referral Sources

What prompted your application to the University of Missouri-Columbia Hospital and Clinics? (Please be specific)

Newspaper Advertisement

Name of Paper

Career-Related Publication

Name of Publication

Recruitment Visit by University Representative

Place and City

Newsletter Advertisement

Name of Newsletter

Referred by Current University Staff Member
☐ Yes ☐ No

Missouri State Employment Service
☐ Yes ☐ No

Own Initiative
☐ Yes ☐ No

University Vacancy Sheet Listing
☐ Yes ☐ No

Telephone Vacancy Listing
☐ Yes ☐ No

Affirmative Action Activity

The University of Missouri is required by Federal law to report specific information for Affirmative Action use. The completion of this information is voluntary and will be kept confidential. Refusal to provide this information will not subject you to adverse treatment. Subject to Section 503 of the Rehabilitation Act of 1973 and/or the Vietnam Era Veteran's Assistance Act of 1974, the University of Missouri-Columbia Hospital and Clinics invites all who believe themselves covered by the act(s) and wish to be considered under our Affirmative Action program to please tell us. If you are a Vietnam Era Veteran or Handicapped individual, we would like to include you in our Affirmative Action program. This information will help us in regard to proper job placement and/or appropriate job accommodation(s).

e (Last) (First) (Middle)

Specific title(s) or types of positions applied for

Ethnic Origin
☐ White (non-Hispanic) ☐ Asian/Pacific Islander
☐ Black (non-Hispanic) ☐ American Indian/Alaskan Native
☐ Hispanic

Birth Date
Month Day Year

Do you consider yourself to have a physical/mental disability?
☐ Yes ☐ No

Sex ☐ Male ☐ Female

Type of disability

Type of accommodation needed

Vietnam Era Veteran ☐ Yes ☐ No
NOTE: you must have served between August 5, 1964 and May 5, 1975 and have been honorably discharged or released from duty for a service-connected disability.

Are you a U.S. citizen? ☐ Yes ☐ No
If not, do you have an immigration status that permits you to work?

Type of status and expiration date

PERSONAL DATA

Name ______________________________________
Last First Middle

Address ______________________________________
No. & Street City State Zip

Employed from ______ to ______ Kind of work ____________________

Telephone ____________________ Height ____________ Weight ____

Age ________ Social Security Number ____________________

Birth date __________________ Birthplace ____________________

Driver's license number ______________________________

High School __________________ From Mo/Yr ________ To Mo/Yr ________

Address ______________________________________

PERSONAL REFERENCES

1. Name __________________ Occupation __________________
Address __________________ Phone __________________
2. Name __________________ Occupation __________________
Address __________________ Phone __________________
3. Name __________________ Occupation __________________
Address __________________ Phone __________________

PREVIOUS EMPLOYMENT

1. Company ________________________ Supervisor ______________
Address ______________________________________
No. & Street City State Zip
Employed from ______ to ______ Kind of work __________________
2. Company ________________________ Supervisor ______________
Address ______________________________________
No. & Street City State Zip
Employed from ______ to ______ Kind of work __________________
3. Company ________________________ Supervisor ______________
Address ______________________________________
No. & Street City State Zip
Employed from ______ to ______ Kind of work __________________

JOB INTERVIEW QUESTIONNAIRE

Interview with a Worker

Name of occupation ________________________ Place of employment ________________

Duties and Responsibilities of this Occupation

1. What do you do on a typical day in your job?

2. Did you do anything yesterday that was different from the day before? Last week? Last month?

Advantages of this Type of Occupation

3. Why did you take this job?

4. What part of this job do you like best?

Contribution of this Occupation to Others

5. Who depends on your work?

Effect of Environmental Changes on this Type of Work

6. What experiences and training on this job might prepare you for another job should you ever want to change or need to change?

7. Are people with your kind of skills usually needed even when business may be bad?

8. What kinds of changes are taking place in this type of work?

9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?

10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

Geographical Area

11. Is this type of work limited to a geographical area? If so, please explain.

Qualifications Needed for this Kind of Work

12. Education:

13. Training:

14. Experience:

15. License:

16. Union membership:

17. Personality characteristics:

18. Abilities:

Classes in Junior High and High School That Help in this Occupation

19. What classes did you take in junior high and high school that help you now in this type of work?

Leisure Activities

20. How many hours a day do you have for leisure-time activities?

21. What are your leisure activities?

22. Did any of your leisure activities increase your ability to obtain this job to help you to perform better on this job?

Recommendation to Young People Entering the Job Market

23. What advice would you give to a person planning to enter this type of work?

Source: Port, S. (No date.) Career objective and activity handbook. Whittier, CA: Whittier School District.

"RATE YOURSELF GROOMING"

Name ____

Key
32-24 pts. = Good Grooming
23-17 pts. = Should improve grooming habits
16- 0 pts. = Need to regularly practice better grooming

Place a check before the choice that best suits your appearance today. Add up the points and see how you rate. (See Key.)

___	= **Hair**	
___	brushed, shiny & clean	(4 pts.)
___	neat & brushed	(3 pts.)
___	could use washing	(2 pts.)
___	could use a wash & trim	(1 pt.)

___	= **Face**	
___	clean, clear & oil free	(5 pts.)
___	natural-looking	(4 pts.)
___	sticky & has a "shine"	(3 pts.)
___	beard stubble	(2 pts.)
___	too much make-up	(1 pt.)

___	= **Teeth**	
___	clean, brushed daily	(5 pts.)
___	fresh breath	(4 pts.)
___	brushed	(3 pts.)
___	forgot to brush today	(2 pts.)
___	bad breath	(1 pt.)

___	= **Hands**	
___	clean, manicured, & moisturized	(4 pts.)
___	nails trimmed	(3 pts.)
___	dirty under nails	(2 pts.)
___	nails chewed off	(1 pt.)

___	= **Posture**	
___	stand straight, shoulders back	(3 pts.)
___	comfortable, but not too straight	(2 pts.)
___	stoop or slouch	(1 pt.)

___	= **Clothes**	
___	correct for work, clean & pressed	(4 pts.)
___	clean and fit well	(3 pts.)
___	not correct for work	(2 pts.)
___	dirty or scuffed	(1 pt.)

___	= **Body**	
___	showered, fresh smelling	(4 pts.)
___	used deodorant, underarms dry	(3 pts.)
___	sticky, could use shower	(2 pts.)
	visible dirt or body odor	(1 pt.)

Adapted from: Port, S. (No date.) Career objective and activity handbook.
Whittier, CA: Whittier School District

Career Information

CAREER INFORMATION

Overview

This section addresses methods for effective career exploration. It includes how to get information from resource books such as the *Dictionary of Occupational Titles* (D.O.T.), how guest speakers can provide information and role modeling, and when field trips and job shadowing are appropriate. Also included in this section are considerations in job shadowing programs and possible community resources available.

What Are Some Effective Ways of Presenting Career Information and Exploration Activities Within the Classroom?

Career exploration is vital to vocational preparation, as students must be aware of what is available and what is involved in various occupations before they can make decisions about what they want to do. The more varied the occupations students are exposed to, the better chance they have of learning about and choosing something they will like and that is appropriate for them. Some effective methods to present career information and exploration include:

- Brainstorm as a class to list as many occupations as possible which are available to students. As a way of eliciting responses, ask them about jobs of their parents, siblings, neighbors, and friends. Encourage everyone to participate.

- Make sure each student who is a member of a special population has completed a vocational evaluation.

- Have students interview parents or friends about their jobs - what the job entails, how they like it, what it means to them, how they got started, etc. Then ask students to report to the class what they learned. Compile the information into a booklet for future reference and add to it later.

- Have students list 5 careers they think they might enjoy. Let them pick one and write a story about themselves doing that job - where they work, what they wear, what they do there, how they got the job, and how they feel about the job and about themselves while doing it.

- Have students pick another career they might like and find out all they can about it by reading books or magazines or talking to people who know about it. Then, have the students report to the class what they found out about the job.

- Start a bulletin board full of pictures from magazines representing jobs of interest to the students. Encourage them to ask questions about jobs they think they would like, and to discuss occupations of people they admire with the teacher and with each other.

- Invite guest speakers to come in and talk to the class about their jobs, what preparation is required in order to qualify for the job, what is expected of them on the job, etc.

- Pair up students and let them role-play their favorite occupation. Invite them to do the role-plays in front of the class.

- Invite parents, community workers, or Chamber of Commerce members as guest speakers to talk to the class about what they do and what jobs may be available to the students. Encourage students to prepare ahead of time and ask lots of questions.

- Try to assign classroom duties on a "sex-neutral" basis and not according to male-female stereotypes. Also, be careful of career expectations for students that are sex-biased.

- Whenever possible, point out to students how their academic and vocational skills will help them with their work and in life. Try to ensure they understand how they can USE what they are learning.

- Give aptitude/interest tests such as the Self-Directed Search and the Missouri View to help students understand themselves better and what they might be suited for.

- Take students on field trips to various work sites to show them firsthand what different work environments are like. Discuss afterwards what the experience was like for them and whether or not they would like to work in that environment. List pros and cons of each job and point out differences of opinion/interest.

- Be aware that students with disabilities may have unrealistic expectations. Try to help them realize what is realistic without discouraging them unnecessarily. Whenever possible, expose students to successfully employed individuals who have disabilities as role models, whether in books, films, or in person.

- Arrange, if possible, part-time jobs from local businesses for students so that they can experience firsthand employment situations they think they would like.

- Review the *Occupational Outlook Handbook* to find out as much information as possible about jobs and training for jobs.

- Help students develop and analyze a four-year plan for vocational and academic training appropriate to their interests and abilities. Coordinate this with the Vocational Special Needs Counselor.

What Information Should the Vocational Preparation Teacher Consider When Taking Students on Field Trips to Various Businesses and Industries?

Several things to consider would be: safety for the students participating; preparation ahead of time, both for the students and for the employees at the job site chosen for the field trip; and following school policies.

- Safety, which is of course the primary concern, would include such things as wearing hard hats or goggles in an industrial area or surgical masks and gloves in a laboratory.

- Enough adults participating for adequate supervision of students is another important consideration.

- Preparation of students should involve a class presentation about the general occupation the class will be observing as well as any particulars that seem appropriate regarding the job site you will be visiting.

- Preparation of the employees at the job site should include permission for the class to visit and arrangements for someone there to speak to the class about what they do there and to give them a guided tour of the work site.

- Having a form to complete regarding the experience can provide direction to the students as well as a written document for class grades and discussion for follow-up studies.

- One other consideration would be student interest in visiting a particular occupational setting.

- The vocational preparation teacher might conduct a class discussion about the different possibilities for field trip sites, and then have students vote on which ones they want to actually visit.

How Can the Vocational Preparation Teacher Prepare Students to "Shadow" Workers in Various Job Settings to Observe Job Routines?

Vocational preparation teachers should first check with their school districts regarding their policy on liability coverage for students who are "on-the-job shadowing" workers during school hours. If the teacher plans to accompany students to the job site and provide supervision while there, coverage would most likely be included. Otherwise, it may need to be arranged through the school, parents, or business.

Students should also be prepared by learning about the occupation in general and some things about the particular job site at which they will be shadowing before visiting it. If possible, have a worker who will be participating in the shadowing program come to the class and talk to them beforehand about what to expect from the experience.

How Can the Vocational Preparation Teacher Utilize Occupational Information and Other Media to Provide Information About Occupations?

The vocational preparation teacher should survey local resources for occupational information to see what is available to students. Examples would be: the local library, community career center, the local college or university library or career resource center, and the Chamber of Commerce. National publications from the Department of Labor such as the *Dictionary of Occupational Titles* (D.O.T.), the *Occupational Outlook Handbook* (O.O.H.), and the *Guide for Occupational Exploration* (G.O.E.) should be available at one of these sources. If they are not, they can be ordered by the school from the following address:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

In addition, the *Occupational Outlook Quarterly* (O.O.Q.) gives updates on labor force trends, occupational outlooks, new emerging occupations, and technology. It can be ordered or subscribed to for a nominal fee from the same address.

Further suggestions include:

- Counselors could be invited to the class to tell and/or show what types of resource materials are available to students at their center.
- If possible, obtain and provide the class with copies of the D.O.T., O.O.H., and the G.O.E. Divide the class into three groups and have each group study and then give a short presentation on the information found in that resource book.
- Explore and discuss as a class how this occupational information can help the students in finding a job they are interested in and one that is realistic for them.

When is it Appropriate to Invite Guest Speakers and/or Role Models from Various Occupations? Who Might They Be? How Might the Vocational Preparation Teacher Plan for this Type of Activity?

A guest speaker or role model for a particular occupation could be brought in after the class has studied about that particular occupation or a similar area of work. After students have read about and discussed a certain type of work and feel somewhat familiar with it, having someone come in and talk about it personally would make it more realistic to them. Then, if it seems like an area many students are interested in, a field trip to an appropriate job site would further expose and inform students and perhaps solidify occupational choices.

Before a shadowing experience would also be an appropriate time for speakers to come in and give their viewpoints on the job students are preparing to shadow. People best for the role models or speakers are those with actual experience in that job about which the students have been learning--those who are actually **doing** it. They should be currently or recently engaged in that particular occupation so that their information is up-to-date.

The vocational preparation teacher might contact the Chamber of Commerce to find out which local companies are most willing to hire students with special needs and invite employees from those companies as guest speakers.

Students might even plan a Career Day for the class or school. The whole day or perhaps half-day could be devoted to guest speakers (set up in various locations in the school/classroom) presenting their careers. Students could rotate through the various areas on an hour or half-hour basis to get as much information as possible. Several classes might plan and carry out this activity together.

Resources

- Career Exploration Survey
- Descriptions of VIEW Materials

CAREER EXPLORATION SURVEY FORM

Dear Student:

Please read this survey carefully. Please think about the questions and answer honestly. The more honest you are in answering, the more you will learn about yourself, to help you identify careers you explore, and to help you in developing decision making and job seeking skills. As a result of this survey and other career activities that follow, you will become more aware of how school subjects you are taking now, such as English and Math, will be useful to you in the future, on the job, and in your everyday life.

Name____ Grade __________

Date ________________________

What school subjects interest you most?	What hobbies or interests do you have?
1. ________________	1. ________________
2. ________________	2. ________________
3. ________________	3. ________________
4. ________________	4. ________________

What abilities do you think you have? ______________________________

____

Check the conditions that you think would be important to YOU in a job:

___ doing interesting work
___ working with numbers
___ working with ideas
___ working with things
___ working with people
___ working outside
___ working inside
___ becoming famous
___ making important decisions
___ using a special skill
___ having convenient hours
___ working with people like you
___ earning lots of money
___ working for yourself
___ working in a large company
___ working slowly
___ being creative
___ using your hands
___ doing routine work
___ being a leader
___ doing work that is easy
___ working with deadlines
___ having free time
___ being told what to do
___ working alone
___ being honest
___ living in a large city
___ wearing a uniform
___ performing for people
___ doing a variety of things
___ living in another city
___ having a chance to advance

Vocational Preparation Teacher

At this point in your life, what do you see as your future goals?

In what areas would you like help--either in knowing yourself better or in career plans?

If you had a chance to explore several careers in depth, what would they be?

Source: St. Louis Public Schools. (1984). Career education manual for counselors (p. 34). St. Louis, MO: Author.

DESCRIPTIONS OF VIEW MATERIALS

1. *Missouri VIEW* - a microfiche system with occupational and vocational information including salaries and employment opportunities in the State of Missouri on some 600 careers and training sites consisting of colleges, junior colleges, and area vocational technical schools in all 50 states. A comprehensive military system, College Majors, Apprenticeship Programs, New & Emerging Occupations, and Energy Related Fields of Study are included.

2. *Basic VIEW* - a microfiche system with occupational information including salaries and employment opportunities in the State of Missouri on some 200 careers. This program is written for high school students and adults who have some reading difficulty. It is not designed for elementary students, but is written on a second grade reading level.

3. *Micro VIEW* - a mircocomputer career decision-making program based on such things as likes and dislikes, strengths and weaknesses, to be used in conjunction with *Missouri VIEW* microfiche system (Apple, TRS-80, and Commodore 64).

4. *Micro Basic VIEW* - the microcomputer second grade reading level career decision-making program based on such things as likes and dislikes, strengths and weaknesses, to be used in conjunction with *Basic VIEW* microfiche system (Apple, TRS-80, and Commodore 64).

5. *Search & Learn* - the microcomputer system combining *Missouri VIEW* and *Micro VIEW*. It contains the original career decision-making component and all the occupational information that is currently in *Missouri VIEW* on microfiche. It does not include the other microfiche components but does contain the *Holland Self Directed Search* coding system (Apple, TRS-80, and Commodore 64 versions).

6. *Basic Search & Learn* - the microcomputer versions combining *Basic VIEW* and *Micro Basic VIEW*. It contains the original career decision-making component from *Micro Basic VIEW* and the occupational information directly on *Basic VIEW* microfiche (Apple, TRS-80, and Commodore 64 versions).

7. *Holland Self Directed Search Coding System* - this new component is included on the *Search & Learn* software at no extra cost (it cannot be purchased separately). If you use the *Holland Self Directed Search*, this option allows you to enter your code letters and the computer will identify job matches (Apple, TRS-80, and Commodore 64 versions).

For more information, contact: Jim Grogan, Hazelwood R-I, 15955 N. Halls Ferry Road, Florissant, MO 63061; (314)831-7100.

Assessment/Evaluation

ASSESSMENT/EVALUATION

Overview

Identifying the skills and interests needed to enter a vocational education program and succeeding in that program are concerns for vocational educators. This issue has become even more relevant with the mandates of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). The Act also provides assurances of equal access for students from special populations. The Assurances state that needs of students who are members of special populations must be assessed regarding their success in vocational education programs in the most integrated setting possible.

The *1992 Revised Missouri Vocational Administrative Planning Guide* states:

> "Vocational or Career Assessment activities are designed to measure and report a student's interests, aptitudes, and abilities for the purposes of evaluation and proper placement into vocational classes. The evaluation process serves to acquaint students and their parents with opportunities for training and/or placement into a career field, as well as, ensure that the student is prepared to be successful. Special needs that are identified during the assessment process must be addressed by providing support services that are appropriate." (p.8)

It further states:

> "Vocational Preparation activities are targeted toward special population students who have potential for vocational training but need additional instruction in access skills. The amount of time a student spends in this class is flexible and an individualized program can be set up utilizing assessment results. The intent is to groom or prepare students to be successful in regular vocational classes." (p.10)

Monitoring or evaluation of vocational education for individuals with disabilities is mandated by the new Perkins Act, in order to determine whether each student's vocational education is consistent with his/her IEP. The monitoring/evaluation of vocational education for special populations is also mandated to ensure that disadvantaged and LEP students have access to vocational education in the most integrated setting possible (IVEP). This monitoring function is typically performed by a counselor or other support personnel.

Vocational assessment is not a one time activity conducted by some distant, unseen person. Rather, vocational assessment is an ongoing, student-centered process that utilizes a multidisciplinary team approach. The Vocational Preparation Instructor is an important member of this assessment team. The vocational preparation classroom is essentially a full school year of gathering informal assessment information with the focus on determining the most appropriate vocational education/occupation areas for each student with special needs.

What Kinds of Vocational Assessment Information Should the Vocational Preparation Teacher Know About Students Before Attempting Instruction?

The vocational preparation teacher's work is vital for the vocational education/occupational success of his/her students. To best prepare students for their vocational future, the vocational preparation teacher must have a thorough knowledge of the students' abilities, skills, interests, and special needs. Special needs may include factors such as learning style, level of career maturity, and employability skills, to name a few. The special needs of an individual student may be more important to successful completion of vocational programs than interests and abilities. A comprehensive vocational assessment should consider the whole student. This includes, but is not necessarily limited to, the following areas:

- **Basic skills**: reading comprehension, spelling, grammar, functional math, measurement, and money handling;
- **Sensory and motor skills**: dexterity, coordination, strength, mobility, range of motion, visual acuity, and auditory acuity;
- **Learning preferences**: receptive, expressive, social, visual, and kinesthetic/tactile;
- **Vocational skills and aptitudes**: use of tools, materials, equipment, and general potential for work;
- **Career awareness and maturity**: knowledge of jobs, job requirements, and rewards; and
- **Interests**: expressed, observed, and measured interests.

In an effort to assist educators in preparing students for vocational education, Missouri LINC has developed a series of manuals relating to ACCESS SKILLS. ACCESS SKILLS are defined as those skills which appear to be correlated to success in vocational education programs. If a student acquires as many of those skills as possible, the chance of success is higher for the chosen vocational program. Missouri LINC has expanded the ACCESS SKILLS into occupational cluster specific manuals that offer curriculum modules for educators to use as guides to teach the necessary skills. The ACCESS SKILLS manual series also includes the *ACCESS SKILLS: Generic Informal Assessment Instruments*. This manual contains informal assessment instruments for each of the identified ACCESS SKILLS. It should be noted that the ACCESS SKILLS are negotiable and should not be used as a screening measure for vocational program placement. A student who has a deficit in one or more areas may still enter a vocational program. Through assessment, the student's weak areas can be determined and efforts to remediate or modify learning can be implemented. The *ACCESS SKILLS* manuals are distributed by the Instructional Materials Laboratory, University of Missouri-Columbia.

Also available through the Instructional Materials Laboratory is the *ACCESS SKILLS: Employability and Study Skills Assessment and Curriculum Guide* for use by junior high school teachers. This manual is designed to help teachers assess and teach general employability and study skills to their students. If a student can master many of these skills, their learning of ACCESS SKILLS for specific vocational programs should be easier, as well as enhancing their ability to obtain employment and/or increase their chances of success in other classroom settings. (See the Resource in this section for lists of the Employability and Study Skills, and an example of the ACCESS SKILLS for the automobile mechanics program areas.)

What Are Some Suggested Ways to Identify the Best Learning Style/Approach for Each Student?

As the question implies, each individual student has a unique style for learning. Assessing how a student learns is one of the most important areas in vocational assessment. The way a student learns has strong implications for his/her vocational development. Failure to understand a student's preferred learning style may lead to an underestimation of his/her abilities. Once a learning style has been identified, modifications of the instructional or training procedures can be made.

Not surprisingly, therefore, learning styles assessment has received, and is still receiving, considerable attention. It is becoming increasingly recognized that the search for an "ideal" instructional method that fits "all" students is a futile effort. Cross (1979) summarized this point as follows:

> It now seems clear that we are not going to improve instruction by finding the method or methods that are good for all people. The research on teaching effectiveness has been inconclusive and disappointing because, I suspect, we were asking the wrong questions. When we ask whether discussion is better than lecture, whether television is as good as a live teacher, whether programmed instruction is an improvement over more traditional methods we find that for the mythical statistical average student it seems to make little difference how we teach. But when we look at the data student by student, it is clear that some students improve, some remain unaffected, and a few actually regress under various teaching conditions. The very process of averaging the pluses, the minuses, and the non-changes wipes out the message that different methods work for different students. Psychologists are now asking the more sophisticated interaction questions about learning styles--which methods work for which student?

There are numerous ways the vocational preparation teacher can identify a student's learning style(s). The methods include:

- Observation - The vocational preparation teacher should note and document student's behaviors in regard to how they respond to various types of instruction (e.g., verbal, written, demonstration, hands-on guided) and what appears to be their most effective learning environment (social-group work, individual work, etc.).

- Personality preference inventories and reading interest inventories - Reviewing a student's profile on these instruments may be very helpful by providing clues regarding preferences for working alone, working in a group, a preference for reading, etc.

- Formal test results - These measures provide information on strength and weakness relating to the student's ability to process information.

- Learning styles instruments - These refer to inventories which students use to rate themselves on various dimensions of learning. To better assist educators, many learning styles instruments include teaching strategies/suggestions for each derived learning style. (See Resources for an example of a learning styles instrument.)

To have the most effective assessment of a student's learning style, it is recommended that a systematic process utilizing all the methods presented above be implemented. It is also important for educators to understand their own teaching style. The most effective learning environment is one that matches the most appropriate teaching style to the individual student's learning style.

How Can the Vocational Preparation Teacher Most Effectively Conduct an Informal Vocational Assessment to Develop Prevocational Or Vocational Goals/Objectives?

The purpose of informal vocational assessment is to develop a comprehensive understanding of the student so that appropriate and realistic prevocational and/or vocational goals and objectives can be developed. The vocational preparation teacher is in an ideal position to compile and synthesize informal vocational assessment information. Informal vocational assessment has been described as consisting of two levels.

Level I assessment involves developing a "summary" of pre-existing information about a student's current ability level, potential ability level, interest, and other pertinent vocationally relevant facts. The following are ways the vocational preparation teacher can obtain Level I assessment data:

- Cumulative records/transcripts - Reviewing a student's cumulative records and transcripts provides the vocational preparation teacher with valuable vocationally relevant information. This is important to do for students identified as disadvantaged since there are no eligibility folders or diagnostic criteria available as there are for students receiving special education services. A student's permanent record may provide information on grades, group achievement scores (e.g., math, reading, composition), attendance, discipline records, and medical/health.

- Special education data - The vocational preparation teacher who works with students receiving special education services may find considerable vocationally relevant information in the student's diagnostic summary and IEP. This information includes assessment which summarizes the following:

1) Speech and language, health, vision, hearing, social/emotional, intellectual factors, and adaptive behavior;

2) Educational and developmental performance; and

3) Specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular class.

The vocational preparation teacher should be involved in the IEP process by helping to set goals and objectives to ensure that the Vocational Preparation program is an appropriate course sequence for the student to move into a regular vocational education class.

In conducting an informal vocational assessment, it is important to have a systematic process for gathering and organizing the data. Gathering information from a variety of sources is essential in fully comprehending a student's vocational abilities. Obtaining information from the student's parent(s), teachers, etc., provides insight on how the student is perceived in other environments outside the vocational preparation classroom. (See Resources for examples of student/parent/teacher informal assessment questionnaires.) Developing a file for each student containing the checklists, questionnaires, and summaries is recommended. The sheet is developed as a means for recording information gathered from reviewing the student's permanent records.

The purpose of Level II informal vocational assessment is to collect and interpret additional information about a student's interests, abilities, and potential. This additional assessment is used if it is apparent that, for the individual student, a Level I assessment has not provided enough information to develop realistic prevocational/vocational goals and objectives.

A Level II assessment may involve some testing, job tryouts, situational assessment, learning style assessment, and more questionnaires and checklists. The following are examples of Level II assessment procedures:

- Vocational Interest Inventories - These are measures which assess a student's preference for job specific activities. There are numerous interest inventories available to educators. Some are picture inventories designed for students with little or no reading ability. It is therefore necessary that considerable care be given in the selection of an interest inventory for a particular student. Reading ability, level of career awareness, and the student's attitudes toward paper and pencil measures all need to be considered to ensure that the results are as valid as possible. Interest inventory results also must be viewed with caution. The career interests of adolescents are dynamic and/or limited due to a lack of exposure to the work world. Interest inventories are most appropriately used as a point of departure for occupational exploration. Missouri LINC has developed the *Career Assessment Instrument Resource Guide*. This manual contains pertinent information regarding numerous Level II assessment measures including interest inventories.

- Vocational Aptitude Assessment - Vocational aptitude assessment provides information regarding a student's ability to profit from vocational training or experience in an occupation or skill. Similar to interest assessment, aptitude assessment can be accomplished informally and/or through the use of standardized aptitude measures. Aptitude includes such things as:

  1) General learning ability (ability to comprehend/follow directions)

  2) Manual/finger dexterity (skillful manipulation of objects with the hand/fingers)

  3) Spatial ability (comprehending two-dimensional representations of three-dimensional objects)

  4) Perceptual ability (color, form, numerical detail)

  5) Coordination (eye-hand, eye-hand-foot)

When informally assessing aptitudes, it is beneficial to obtain input from parents and teachers. Industrial Arts, Home Economics, Physical Education, and Art teachers would have some observations of a student's dexterity, coordination, form and spatial abilities.

- Another useful method for informally assessing aptitudes, and specific work skills, is through the use of work samples. Work samples are tasks that simulate a specific job or job-related activity. Through the use of work samples, it is possible to assess a student's manifested interests. Student familiarity and interest in a certain vocational area may not be more than the course title and a limited awareness of what the occupation entails. Through the use of work samples, a student has the opportunity for a realistic tryout of job-related tasks. Many vocational preparation teachers assess student abilities and interests in certain occupational areas by observing their performance of tasks within the actual vocational classroom. Through the use of locally developed work samples, the vocational preparation teacher can assess the student's skills and manifest interests relating to the occupations offered by the AVTS's vocational education programs. (See Resources for steps on developing a local work sample.)

- Further Level II assessment needs may include a number of factors: learning styles, level of career maturity, attitudes toward work, and employability skills. (See Resources.)

- Vocational exploratory activities provide additional assessment experiences and include:

  1) Orientation to vocational programs using on-site visits;

  2) Exploratory participation in one or more vocational classes where the student has expressed interest; and

  3) Work activity outside of the school setting (Maxam, 1985).

Using a situational checklist and conducting a student and an instructor/supervisor interview provides important assessment information regarding the student's interest, ability, and maturity toward the occupation/job task.

Maintaining and organizing informal assessment information can become a rather involved task. To better organize all the information obtained, an informal assessment summary sheet should be developed. An example of such an informal assessment summary sheet is included in the Resources of this section.

A third level of assessment exists and should be considered where appropriate long range prevocational/vocational goals and objectives cannot be identified from the first two levels of assessment. Level III assessments are comprehensive and are conducted by a vocational evaluation specialist in a specialized vocational assessment laboratory usually located in an area vocational technical school. Level III assessment laboratories are also found in rehabilitation facilities and in some community colleges.

The vocational preparation teacher sometimes may be the referral source for students for a Level III vocational assessment. The vocational preparation classroom, on the other hand, may be a service referred to as a result of a Level III assessment. For instance, if, after a student has received a thorough informal vocational assessment (Level I or II) and, due to a student's low abilities, appropriate vocational placement is still uncertain, a referral for a Level III assessment is warranted. But if a student who was referred from sources other than the vocational preparation teacher for a Level III assessment and is found to lack, upon completion of the Level III assessment, vocational direction, career maturity, employability skills, etc., a recommendation for placement into a vocational preparation program may be made.

Resources

- Employability and Study Skills
- ACCESS SKILLS Example: Automobile Mechanics
- C.I.T.E. Learning Styles Instrument; Score Sheet; Teaching Strategies
- Student Interview Vocational Assessment

Vocational Preparation Teacher

- Parent Interview Vocational Assessment
- Teacher Interview Vocational Assessment
- Informal Vocational Assessment Student Information Sheet
- Informal Assessment Situational Assessment Checklist
- Format for Developing a Work Sample
- Health Care Work Sample - Excerpt
- Informal Assessment Student Attitude/Value Inventory
- Prevocational Behavioral Checklist
- Interest Interview Questionnaire
- Interest Summary Sheet
- Needs Interview Questionnaire
- Needs Summary Sheet
- Job Awareness Interview Questionnaire
- Job Awareness Summary Sheet
- Job Survival Skills Criterion Checklist
- Informal Vocational Assessment Summary

EMPLOYABILITY AND STUDY SKILLS

Employability Skills

Accept responsibility by participating in care of work area
Apply basic measurement concepts
Ask questions when not certain of procedure
Communicate with peers
Communicate with those in authority
Demonstrate attendance according to school policy
Demonstrate basic hygiene in care of body
Demonstrate basic personal grooming
Dress appropriately
Follow multiple step oral directions
Follow multiple step written directions
Identify strategy for gaining job-related information
Organize work spaces and materials
Show respect for property of others
Speak clearly with a pleasant tone
Tell time
Use a calendar
Use basic safety concepts
Use/Communicate on the telephone
Work independently with minimal supervision
Write or print legibly

Study Skills

Locate information using index of manuals and texts
Locate information using table of contents of manuals and texts
Obtain notes/instructions from chalkboard/bulletin board
Proofread to identify errors
Read charts, graphs, tables, and diagrams
Read reference lists
Use a dictionary to check spelling
Use a dictionary to find word meaning

AUTOMOBILE MECHANICS

Sample Occupational Areas

Tune-up Mechanic
Ignition and Carburetor
Front End Mechanic
Brake Repairer
Mechanic Muffler Installer

Math Skills

Count two-place numbers
Add two-place numbers
Subtract two-place numbers
Perform standard units of measurement (e.g., cup, pint, quart, inch, foot, yard, ounce, pound)
Use basic measuring instruments (e.g., rulers, scales)
Multiply two-place numbers
Divide two-place numbers
Add common fractions
Subtract common fractions
Add common fractions
Multiply common fractions
Divide common fractions
Add two-place decimals
Subtract two-place decimals
Multiply two-place decimals
Divide two-place decimals

Physical Demands/Working Environment

Lift 50 lbs. maximum with frequent lifting and/or carrying of objects weighing up to 26 lbs. (medium work)
Bend body downward and forward by bending the spine at the waist (stooping)
Bend legs at the knees to come to rest on the knee or knees (kneeling)
Move about on the hands and knees or hands and feet (crawling)
Extend the hands and arms in any direction (reaching)
Seize, hold, grasp, turn, or otherwise work with the hand or hands (handling)
Pick, pinch, or otherwise work with the fingers (fingering)
Perceive size, shape, temperature, or texture of objects and materials by using fingertips (feeling)
Ability to work inside
Ability to work in extreme noise, constant or intermittent, causing marked distraction or possible injury to hearing
Ability to work in extreme vibration (i.e., strain on body or extremities from repeated motion or shock)
Ability to work in hazardous condition (i.e., fumes, odors, toxic conditions, dust and poor ventilation)

Vocational Preparation Teacher

Aptitudes - Indicates an ability to:

Think visually of geometric forms (S-spatial)
Comprehend the two dimensional representation of three-dimensional objects (S-spatial)
Recognize the relationship resulting from the movements of objects in space (S-spatial)
Perceive pertinent detail in objects in pictorial or graphic material (P-form perception)
Make visual comparisons and discriminations and see slight differences (P-form perception)
Move the hands easily and skillfully (M-manual dexterity)
Work with the hands in placing and turning motions (M-manual dexterity)

Temperament - Indicates an ability to adapt to:

Making generalizations, evaluations, or decisions based on measurable or verifiable criteria
Situations requiring the precise attainment of set limits, tolerance, or standards
Performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure

Vocational

Identify basic hand tools and equipment
Use basic hand tools and equipment
Demonstrate knowledge of basic safety concepts

From the Center for Innovative Teaching Experiences
C.I.T.E. Learning Styles Instrument

Babich, A.M., Budine, P., Allbright, L., Randol, P.
Wichita Public Schools – Murdock Teacher Center

	Most Like Me			Least Like Me
1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in the subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember things I hear better than things I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers to add I can usually get the right answer without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I have heard than what I have read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1

Vocational Preparation Teacher

	Most Like Me			Least Like Me
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is a better way than writing if you want someone to understand what your really mean.	4	3	2	1
31. When I have a written math problem to do, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier for me to understand than having someone tell me the price.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from a class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it out loud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I want to in writing.	4	3	2	1
39. It makes it easier when I say the numbers of a problim to myself as I work it out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When teachers say a number I really don't understand it until I see it written down.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

C.I.T.E. Learning Styles Instrument

Score Sheet

Visual Language

5 --- ____
13 --- ____
21 --- ____
29 --- ____
37 --- ____
Total ___ x 2 = ____ Score

Social – Individual

4 --- ____
12 --- ____
20 --- ____
28 --- ____
45 --- ____
Total ___ x 2 = ____ Score

Auditory Numerical

7 --- ____
15 --- ____
23 --- ____
31 --- ____
39 --- ____
Total ___ x 2 = ____ Score

Visual Numerical

9 --- ____
17 --- ____
25 --- ____
33 --- ____
41 --- ____
Total ___ x 2 = ____ Score

Social – Group

8 --- ____
16 --- ____
24 --- ____
32 --- ____
40 --- ____
Total ___ x 2 = ____ Score

Kinesthetic – Tactile

1 --- ____
18 --- ____
26 --- ____
34 --- ____
42 --- ____
Total ___ x 2 = ____ Score

Auditory Language

3 --- ____
11 --- ____
19 --- ____
36 --- ____
44 --- ____
Total ___ x 2 = ____ Score

Expressiveness – Oral

6 --- ____
14 --- ____
22 --- ____
30 --- ____
38 --- ____
Total ___ x 2 = ____ Score

Expressiveness – Written

2 --- ____
10 --- ____
27 --- ____
35 --- ____
43 --- ____
Total ___ x 2 = ____ Score

Score: 33 – 40 = Major Learning Style
20 – 32 = Minor Learning Style
5 – 20 = Negligible Use

USING THE CITE TO PLAN TEACHING STRATEGIES

Identify strong or adequate skill areas with +

**Identify depressed or inadequate skill areas with -
as an overview and instruction plan for intervention.**

Visual Numerical, Arithmetic Readiness

_____1. Give fewer problems at one time
_____2. Fold worksheets into sections that present a few problems at one time
_____3. Provide manipulation of concrete objects such as puzzles or letters,then progress to interpretation of abstract concepts
_____4. Tape (record) directions and reading material for those having difficulty with directions sequencingand memory
_____5. Arrange problems in order of difficulty
_____6. Provide for extra skill practice that varies somewhat from the original instruction

Auditory Language

_____1. Modify language level (vocabulary)
_____2. If oral directions are not being understood, also provide written directions or record them on tape
_____3. Use a peer tutor to coach the student through step-by-step directions or materials
_____4. Vary voice pitch and accent the important items so that students recognize significant information
_____5. Simplify and reduce the difficulty level of the instruction, or improve the match to to student's learning preference style
_____6. Prepare a list of new terms in the materials and take time to explain terms

Kinesthetic-Tactile and Motor Skills

_____1. Enlarge space for responses, or use blackboard
_____2. Separate skills into their tasks and teach individually; after mastery, recombine tasks into a skill and practice
_____3. Enlarge spaces between lines
_____4. Provide hands-on experiences whenever possible (touching/feeling a machine or tool in development of skill in using it)
_____5. Avoid placing the student with poor motor skills in an embarrassing situation; instead, provide repetition and explicit directions

Auditory Numerical

_____1. Drill on learning number sequences with an increasing number of digits
_____2. Student may need to say a problem to himself while working on the solution

Expresssiveness – Written

_____1. Provide illustrations to supplement reading material
_____2. Diagram the described response from learner
_____3. Use pictures/illustrations directly related to the material
_____4. Use programmed learning to develop written expression

Expressiveness – Oral

_____1. Aid the students in organizing the concepts so they can express themselves in terms of the new information
_____2. Expect feedback of small parts of the instruction so that reinforcement becomes a stimulust for further work

Visual Perception and Visual Skills
(language and numerical)

_____1. Enlarge Print size
_____2 Reduce distractions or use fewer problems/page
_____3. Increase space for writing answers or provide or provide separate answer sheet
_____4. Retype materials double spaced or larger
_____5. Use color codes to emphasize important information and directions
_____6. Provide arrows to direct movement in certain directions
_____7. Frame, highlight, or outline shapes
_____8. Have learner trace shapes and/or letters, members
_____9. If the material is visually confusing, out a window of construction paper to focus on one part at a time
____10. Color code topic sentence or direction or math symbol

Social – Individual

_____1. Boost student's ego occasionally to improve self-concept
_____2. Compliment student when appropriate
_____3. Take personal interest in student
_____4. Help the student to become confident about what he/she can do
_____5. Provide a quiet place for student to work alone

Social – Group

_____1. Involve student in group work
_____2 If situation allows, utilize this student in minor leadership roles, i.e., shop foreman
_____3. Show personal interest in student
_____4. Provide small group activities

DATE: __________

STUDENT INTERVIEW
VOCATIONAL ASSESSMENT

NAME ____________________ SCHOOL ____________________

AGE __________ GRADE __________ BIRTHDATE ____________________

INTEREST AND ACTIVITIES:

1. What do you like to do most when you are not working or going to school?

   SPORT? __________ CLUBS/ORGANIZATIONS? ____________________

   HOBBIES? ____________________

2. Do you have any jobs at home? _____ What? ____________________

3. What job(s) do you think you would like to do and be good at doing?

   ____________________ Why? ____________________

EDUCATIONAL INTERESTS:

4. Would you like to enroll in a vocational program? __________ Which one? ____________________

5. Have you had any previous work training? _____ What? ____________________

6. What do you plan to do after high school?

   College Military Trade School

   Employment – Type of Job? __________ Other ____________________

OCCUPATIONAL AND CAREER AWARENESS

7. What do employers look for when they hire someone? ____________________

8. What are some reasons people get fired from jobs? ____________________

9. What would an employer like about you? __________ Not like? ____________________

STUDENT'S ATTITUDE AND SELF-KNOWLEDGE: Check the ones that best describe you.

MOST OF THE TIME	SOMETIMES	NEVER	
			DEPENDABLE
			PUNCTUAL
			PATIENT
			EVEN–TEMPERED
			COMPLETES TASKS
			WELL–GROOMED
			LIKES TO WORK WITH OTHERS
			LIKES TO WORK ALONE
			LIKES TO LEARN SOMETHING NEW
			DOES DAILY CHORES/HANDLES RESPONSIBILITIES AT HOME

STUDENT'S PREFERRED WORKING CONDITIONS: Think carefully about the following work conditions. Each group lists conditions that are very different. Check the condition in each group that you prefer.

1. ____ INDOORS ____ OUTDOORS ____ BOTH
2. ____ WITH PEOPLE ____ WITH THINGS ____ WITH IDEAS
3. ____ MOVING AROUND ____ SITTING/STANDING STILL ____ BOTH
4. ____ BUSY PLACE ____ QUIET PLACE ____ BOTH
5. ____ WEAR UNIFORM ____ DRESS CLOTHES ____ CASUAL CLOTHES
6. ____ SAME TASK ____ DIFFERENT TASKS ____ BOTH
7. ____ UNSKILLED ____ SEMI–SKILLED ____ SKILLED
8. ____ SUPERVISED ____ UNSUPERVISED ____ BOTH
9. ____ DIRTY ____ NEAT AND CLEAN ____ BOTH
10. ____ ONE PLACE ____ TRAVEL ____ BOTH
11. ____ DAYTIME ____ NIGHTTIME ____ BOTH
12. ____ AROUND DANGER ____ SAFE PLACE ____ BOTH

COMMENTS:

INTERVIEW:________________________________

SOURCE: Missouri LINC. (1987). Assessment and support services for special needs students in vocational education. Columbia, MO: Missouri LINC, University of Missouri.

DATE: ____________

PARENT INTERVIEW
VOCATIONAL ASSESSMENT

NAME ______________________________ SCHOOL ________________________

GRADE _______ BIRTHDATE ___________ TEACHER ________________________

FATHER'S OCCUPATION ____

MOTHER'S OCCUPATION ____

NAME OF PARENT(S) ____

ADDRESS ____

EXPECTATIONS

1. What do you see your child doing after high school? (Circle answer)

   College Military Trade School

   Employment – Type of Job? ____________________ Other ____________________

2. What kind of job or work does your child seem interested in at this time?

   ____

3. Has your child had any previous work training? (Training under parent, relative, friend)

   ____

4. What job skills would you like your child to learn in school? ____________________

5. What does your child like to do most when he/she is not working or going to school?

   ____

6. Are there vocational education courses you want your child to take while he/she is in school?

   ____

7. Are your aware of any behaviors that might interfere with your child's getting and holding a job?

   ____

SOURCE: Missouri LINC. (1987). Assessment and support services for special needs students in vocational education. Columbia, MO: Missouri LINC, University of Missouri.

STUDENT'S ATTITUDE: Check the ones that best describe your child.

MOST OF THE TIME	SOMETIMES	NEVER	
			DEPENDABLE
			PUNCTUAL
			PATIENT
			EVEN–TEMPERED
			COMPLETES TASKS
			WELL–GROOMED
			LIKES TO WORK WITH OTHERS
			LIKES TO WORK ALONE
			LIKES TO LEARN SOMETHING NEW
			DOES DAILY CHORES/HANDLES RESPONSIBILITIES AT HOME

COMMENTS:

SOURCE: **Missouri LINC. (1987).** Assessment and support services for special needs students in vocational education. Columbia, MO: Missouri LINC, University of Missouri.

TEACHER INTERVIEW
VOCATIONAL ASSESSMENT

STUDENT'S NAME________________________ SCHOOL________________________

TEACHER________________________ DATE________________________

TAUGHT STUDENT________________________ IN GRADE________________________
(Subject)

		Most of the time	Some of the time	Never
I.	**PERSONAL CHARACTERISTICS – Related to work attitudes**			
A.	Appearance – Cleanliness of body, clothing, shoes; appropriate grooming—hair, make-up shave, etc.			
B.	Personal Habits and Manners – Appropriate use manners. Does not interrupt others. Does not use loud or profane language.			
C.	Attitude – Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D.	Industriousness – Demonstrates interest and initiative and enthusiasm. Stays on task.			
E.	Effort – Works to the best of ability. Applies self to task at hand. Is cooperative, interested.			
F.	Self-criticism – Realistically views own ability to do task; can see own shortcomings and makes effort to improve.			
G.	Criticism from Others – Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H.	Self-Concept – Feels good about self. Is realistic about personal strenghts and weaknesses. Is self-confident; does not dwell on disabilities but tries to maximize strengths.			
I.	Punctuality – Arrives on time for class and from breaks. Is on time for appointments.			

II. INTERPERSONAL – Skills

		Most of the time	Some of the time	Never
A.	Social Skills-Personal – Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/students.			
B.	Worker-Relationships – Ability to get along, fraternize, converse, integrate with teacher/supervisor on a respectful plane.			
C.	Cooperation-Attitude – Abilitiy to work with others. Recognizes necessity of cooperation.			
D.	Cooperation-Performance – Able to perform as a member of a team effort; works smoothly with others; cooperates with others.			
E.	General Activity Level – Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
F.	Calmness with Change – Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production.			
G.	Attention – Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisior.			

COMMUNICATION SKILLS
(circle one)

A. **Speech** – (volume) soft moderate loud
(understandability) good poor: covers mouth with hand _____
low volume _____ speech impediment_____

B. **Eye Contact** – generally present occasionally hardly ever none

C. **Comprehension of Language** – (understanding) good average poor

SOURCE: Missouri LINC. (1987). Assessment and support services for special needs students in vocational education. Columbia, MO: Missouri LINC, University of Missouri.

INFORMAL VOCATIONAL ASSESSMENT

Student Information Sheet

Student ______________________________ School Year ______________________

Birthdate ______________ Handicap/Disadvantage ______________________________

Parent's/Guardian's Name ____

Parent's/Guardian's Address ____

Work Phone _____________________ Home Phone ___________________________

Grade _____________ Age ____________ School ______________________________

Teacher ____

Cumulative Files/Transcripts

Attendance Information: Days absent last semester ___________________________

Days absent this semester ____

Discipline Summary: ____

____

____

Grade Information: G.P.A. _____________

Current Coursework	Current Grades

Testing Information:

NAME OF TEST	DATE ADMINISTERED	RESULTS/SCORES
1.		
2.		
3.		
4.		

Medical/Health Information: ______________________________

____

____

____

____

Additional Information: ______________________________

____

____

____

____

INFORMAL ASSESSMENT
SITUATIONAL ASSESSMENT CHECKLIST

Student ______________________ Date ______________

Observer(s) ____

Job Task: ____

Observation	Rating		
	Excellent	Satisfactory	Needs Improvement
1. Work habits			
2. Punctuality			
3. Manipulation, coordination, dexterity			
4. Personal grooming/hygiene			
5. Ability to work unsupervised			
6. Ability to work under pressure			
7. Eye–hand coordination			
8. Speed, accuracy and precision			
9. Strength			
10. Consistency in performing task(s)			
11. Work tolerance/endurance			
12. Understanding and following safety rules			
13. Fine motor skills			
14. Gross motor skills			
15. Ability to work with others			
16. Concentration			
17. Reaction to job/task changes			
18. Adjustment of repetitive tasks			
19. Ability to follow directions			
20. Quantity of work performance			
21. Quality of work performance			
22. Work attitude			
23. Initiative			
24. Motivation			
25. Accepts constructive criticism			
26. Accepts constructive authority			
27. Communication skills (speech)			
28. Completes assigned tasks			
29. Follows directions			
30. Remembers verbal directions			
31. Assumes responsibility			
32. Attention span			
33. Care of equipment and materials			
34. Frustration tolerance			
35. Perseverance			
36. Thoroughness			

Comments:

Recommendations:

SOURCE: Sarkees, M., & Scott, J. (1986). Vocational special needs. Alsip, IL: American Technical.

Format For Developing A Work Sample
Development of a Work Sample
for
Vocational Performance Screening Assessment

1. Select or state a vocational area or areas.

2. List and briefly describe five or more of the most common types of jobs your vocational program places students into.

3. Rank order these jobs from most frequent to least frequent.

4. Select the top three jobs and completely task analyze these three jobs listing all of the performance tasks involved.

5. Select and list three similar tasks that occur in each of the three jobs.

6. Motor skill requirements—provide a detailed analysis of the manual dexterity, eye – hand coordination, and motor functions required of a worker for successful completion of the three previously selected tasks.

7. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.

8. Determine an acceptable rate of performance for each of the tasks.

9. Determine how you will measure or rate performance in each of the three tasks.

10. Describe the student or type of handicappd or disadvantaged student that this work sample will be used with.

11. Describe in detail how you would teach each of the three tasks to the student, prior to his performance evaluation.

SOURCE: George Zenk. (1982). Business and Vocational Education.
University of North Dakota.

Health Care Work Sample — Instructor's Sheet

I. Introduction

During this work sample the student will:

1. wash the hospital bed
2. make the hospital bed
3. take, read and record his/her temperature
4. read 10 medicine labels

II. Instructions to the Evaluator

A. Prerequisites — There is no time limit on this work sample, although the student should be encouraged to work at a steady pace.

B. Administration Equipment — The following equipment should be available prior to administration:

pencil
work sheet
thermometer
hospital bed
cleaning pail
water
disinfectant
washcloth
set of sheets
pillowcase
blanket
bedspread
pillow

C. Set up and Breakdown — Student will wash the hospital bed, make the bed, strip the bed and fold the sheets, etc. Also take, read and record their temperature.

III. Administration

A. Student Orientation -- The following should be read to the student before the actual instructions are given.

> This is not a test, but an evaluation to help us know where your interests and abilities are so we can prepare your program for the next semester.
>
> Please follow the directions as well as you can, but do not hesitate to ask any questions you may have concerning what you are doing.

Health Care Work Sample — Student's Instructions

Name: ______________________

School: ______________________

Age: _____ Birthdate: ______________

Step 1 — Using the equipment provided, wash the hospital bed.

Step 2 — Using the sheets, pillowcases, blanket and bedspread, make the bed. (Be sure to use hospital corners.)

Step 3 — Unmake the bed. Fold all linen so it is ready for the next person.

Step 4 — Take your temperature. Record what the thermometer reads ______________.

Step 5 — Read the following medicine labels to the teacher.

A. ______________

B. ______________

C. ______________

D. ______________

E. ______________

F. ______________

G. ______________

H. ______________

I. ______________

J. ______________

SOURCE: Tri-District Training Program, Carrebec High School, North Anson, Maine.

INFORMAL ASSESSMENT

Pre ______

Project PACE Student Attitude/Value Inventory

Post ______

NAME: ____________________ DATE: ________ GRADE ____________

Circle the response following each statement that best represents your feeling about the statement.

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

1. Some day I will be working on a full–time job. SA A D SD
2. Working is better than sitting around doing nothing after a week or two. SA A D SD
3. Money is all I will work for. SA A D SD
4. The kind of job a person holds has a lot to do with how important he is as a person. SA A D SD
5. It is as important in life to play and rest as it is to work. SA A D SD
6. Collecting money in your neighborhood for the March of Dimes is a kind of work. SA A D SD
7. People should be paid the same thing, no matter what kind of work it is. SA A D SD
8. When I get older I will probably find a job I am interested in. SA A D SD
9. A housewife or homemaker is not a worker because he/she does not get paid. SA A D SD
10. Work is one of the three most important things in your life. SA A D SD
11. There has to be someone who will work at jobs no one wants. SA A D SD
12. Building a bird feeder for your younger brother or sister is working. SA A D SD
13. Doctors and lawyers should make more money SA A D SD

14. Handicapped people should not be expected to work, even if there are things they can do. SA A D SD

15. Doing your homework for school is not work. SA A D SD

16. Some people work for money, some work for personal satisfaction. SA A D SD

17. Only lucky people get paid for doing something they enjoy doing. SA A D SD

18. Goofing off in school and goofing off on a job are two different things. SA A D SD

19. Getting a job done and over with is more important than how well it is done. SA A D SD

20. It's OK to take things home from work that belong to the company because they can afford it. SA A D SD

21. If you want a day off from work, the best way is to call in sick. SA A D SD

22. A person who plans a part of life to enjoy himself is lazy. SA A D SD

23. If a person doesn't like the kind of work he is doing, he should look for another job. SA A D SD

24. A person should look for jobs that match his interests. SA A D SD

25. A person should have a job plan for his life. SA A D SD

26. Money may not be the most important reason for taking a job. SA A D SD

27. One person not doing his job in a factory, won't make any difference. SA A D SD

28. Bosses care whether you get your work done. SA A D SD

SOURCE: Career Objective and Activity Handbook, Career assessment and Placement Center, 9401 S.Painter Avenue, Whittier, CA 90605.

PREVOCATIONAL BEHAVIORAL CHECKLIST

	Improvement Needed		
	Much	Some	No
I. JOB SKILLS			
A. **Quality** – This student's work does not have to be done over and is done in an acceptable manner.			
B. **Quantity** – Completes maximum amount of assigned work within a given time period.			
C. **Ability to perform with supervision** – Dependable, follows directions well, sticks to work until complete.			
D. **Ability to perform without supervision** – same as above but without supervision			
II. JOB SEARCH SKILLS			
A. **Applications** – Can complete a job application with little or no assistance.			
B. **Interview** – Knows how to prepare for (review personal strengths and experience, grooming, dress, hygiene), locate, and interview with an employer.			
C. **Sources of employment** – Can list at least five sources of possible employment.			
III. PERSONAL CHARACTERISTICS			
A. **Appearance** – Cleanliness of body, clothing, shoes; appropriate grooming – hair, make-up, shave, etc.			
B. **Personal Habits and Manners** – Appropriate use of manners. Does not interrupt other; does not use loud or profane language.			
C. **Attitude** – Shows interest and enthusiasm for an assigned task. Accepts directions. Demonstrates a sense of loyalty.			
D. **Industriousness** – Demonstrates interest and intiative and enthusiasm. Stays on task.			
E. **Effort** – Works to the best of ability; applies self to task at hand; is cooperative, interested.			
F. **Self–Criticism** – Realistically views own ability to do task; can see own short-comings, makes effort to improve.			
G. **Criticism from others** – Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. **Self–Concept** – Feels good about self; realistic about personal strengths and weaknesses, self-confident; does not dwell on disabilities but tries to maximize strengths.			

PREVOCATIONAL BEHAVIOR CHECKLIST
(continued)

	Improvement Needed		
IV. TIMING	Much	Some	No
A. **Punctuality** — Arrives on time for class, from breaks, is on time for appointments.			
B. **Attendance** — Has appropriate attendance record.			
C. **Mobility** — Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job.			
V. INTERPERSONAL			
A. **Social Skills — Personal** — Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/students.			
B. **Worker — Relationships** — Ability to get along, fraternize, converse, integrate with fellow students/workers.			
C. **Supervisor/Teacher Relationships** — Ability to fraternize, converse, integrate with teacher/supervisor on a respectful plane.			
D. **Cooperation — Attitude** — Ability to work with others; recognizes necessity of cooperation.			
E. **Cooperation — Performance** — Ability to perform as a member of a team effort; works smoothly with others; cooperates with others.			
F. **General Activity Level** — Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
G. **Calmness with Change** — Ability to accept changes in situation without becoming upset; able to take directions reprimands, suggestions without losing temper, or showing emotional outburst, or decrease in work production.			
H. **Attention** — Always pays close attention to work and directions; ability to center attention toward the teacher or supervisor			

SOURCE: Vocational assessment of students with special needs: An implementation manual. (1982). Commerce, TX: Occupational Curriculum Laboratory, pp. 89-90

INTEREST INTERVIEW QUESTIONNAIRE

Student Name ____________________ Date ____________________

Age ____________ Grade ____________

1. What does your father do in his job? ____________________

   ____________ Mother? ____________________

   Brothers/Sisters? ____________________

2. Do you have any hobbies? ____________________

3. Which is your favorite hobby? ____________________

4. What kinds of jobs can you think of that are related to your favorite hobby?

   ____

5. What kinds of jobs/activities do you do around the home?

   ____

6. What do you like best about school? ____________________

7. What are your favorite subjects? ____________________

   ____

8. What courses would you like to try that your haven't taken yet? ____________________

   ____

9. What kinds of jobs are related to the school subjects you named above?

   ____

10. Explain the jobs that you have held in the past. ____________________

____

11. Which was your favorite job? ____________________

12. What did you like most about your favorite job? ____________________

____

13. What did you like least about the same job? ____________________

14. What other kinds of jobs are related to the work you have done?____________________

____

15. What other activities are important to you? Do you belong to any special clubs, church groups, or extracurricular activities? ____________________

____

16. What kinds of jobs are related to these activites? ____________________

____

17. Of all the jobs you have though about doing, which job would you like to do most?

____

18. Which school courses might be helpful in preparing you for the jobs you like most?____________________

19. What kind of training is required for the job that your would like to do after finishing high school?

____

- The numbered questions above in no way represent a desired order of presentation nor do they presume coverage of all relevant topic/content areas.

INTEREST SUMMARY SHEET

Student Name ____________________ Date ____________________

Staff Member ____________________

A. Questions to be answered:

1. Does the student express realistic, well-developed career goals? (check one)

_______ No _______ Yes, student's goals are: ____________________

____

2. What are the student's vocational likes and dislikes? * Expressed: __________

____________________ Manifested (observed): ____________________

Tested (instrument used __________): ____________________

3. What are the student's hobbies? ____________________

4. Work experience to date (paid or volunteer):

Position	Duration	Likes	Dislikes

B. Strategies for further development of interests/goals:

Vocational classes ____________________

Vocational evaluation ____________________

Work experience program ____________________

Other ____________________

C. Occupational Cluster(s) suggested: ____________________

____

* In general, more credence should be placed on expressed and manifested interests than on tested interests.

NEEDS INTERVIEW QUESTIONNAIRE

Student Name ______________ Date ______________

Age ______________ Grade ______________

1. Do you plan to continue your education or training beyond high school? Please explain: ______________
2. Would you consider moving away from home to get the training or dedcation you need? ______________
3. After you finish high school or training, what kind of a job could you get where you presently live? ______________
4. How far would you be willing to move away from home to find work? ______________
5. What would be the ideal work setting for you? Would you prefer to work in the country, city, in an office, outside, etc? ______________
6. Do you have any physical limitations or problems that should be considered in choosing a career/job? ______________
7. What kind of work would you like to be doing five years from now? ______________
8. What kind of people do you like to work with? ______________
9. Will you be able to move up to a better job? ______________
10. What kind of clothes would you like to wear to work? ______________
11. How will you get to work? ______________
12. How far would/could you travel to work each day? ______________
13. On the job do you like to work in one place, or do you prefer to move around? ______________
14. Are there things about a job that are particularly important to you? ______________
15. Are there any special holidays during which you cannot work? ______________

Question numbers do not indicate preferred/required order of presentation nor do the questions exclude coverage of other related topic areas.

NEEDS SUMMARY SHEET

Student ____________________ Date ____________________

Staff Member ____________________

A. Questions to be answered:

1. What are the student's concerns about employment? (e.g., location, pay, advancement)

   Immediate: ____________________

   Long-term: ____________________

2. What, if any, postsecondary training are the student and parents considering?

   ____

3. How far is the student willing to travel for work/training? ____________________

4. Unique cultural variables to consider: ____________________

   ____

5 Special needs or job modifications necessary: ____________________

   ____

B. Strategies for more in-depth needs assessment:

Parent/teacher consultation: ____________________

Vocational evaluation: ____________________

Community agency: ____________________

Other: ____________________

C. Occupational Cluster(s) suggested (if any): ____________________

____

JOB AWARENESS INTERVIEW QUESTIONNAIRE

Student Name ____________________ Date ____________

Age ____________________ Grade ____________

1. If you had a job, what would your boss expect of you? What kinds of things would he want you to do? ____________________
2. If you are working for a company, what rights do you have as an employee? ____________________
3. If you are working for a company, what are your responsibilities to your boss? ____________________
4. If you are working with other people, how should you treat them on the job? How would you try to get along with them? ____________________
5. If you had your choice of doing any three jobs in the world, which three jobs would you choose? ____________________
6. Explain a few things you would do on one of the jobs you named. ____________________
7. What do you need to know to be able to do the job you choose? ____________________
8. How would you get the training needed to do this job? ____________________
9. What are the working conditions on this job? ____________________
10. Explain what kinds of other work would be helpful in preparing you for this job. ____________________.
11. If you get this job, could it lead to a higher paying or more advanced job? ____________________

* Question numbers do not indicate a preferred/required order of presentation nor do the questions exclude coverage of other related topic areas.

JOB AWARENESS SUMMARY SHEET

Student Name ____________________ Date ____________________

Staff Member ____________________

A. Questions to be answered:

1. What is the student's level of understanding of common employer expectations, and employee rights and responsibilitites? ____________________

2. How accurate is the student's perception of the duties and activities involved in specific jobs? ____________________

3. Is the student aware of training requirments for various jobs? ____________________
   Working conditions? __________ Benefits? ____________________
   Advancement opportunities? ____________________

4. What are the academic skills and requirements for job/careers in which the student expressed interest? ____________________

5. What is the student's current level of academic skills? ____________________

B. Strategies for developing additional job—related knowledge:

Structured career exploration: ____________________
Extracurricular activities: ____________________
Work experience: ____________________
Vocational evaluation: ____________________
Courses: ____________________
Other: ____________________

C. Occupational Cluster(s) suggested (if any): ____________________

JOB SURVIVAL SKILLS
CRITERION CHECK LIST

Developed by Glendale Union High School District

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: Knowledge of Getting a Job				
A. Job Services				
1. Department of Economic Security				
2. Employment Offices				
3. Knowledge of possible employment in area				
4. Reading the Want Ads				
a. locating ad in paper				
b. selecting suitable ad				
c. interprets job vocabulary				
B. Making Initial Contact				
1. Uses telephone correctly				
2. Can locate job site				
3. Introduces self properly				
4. Contacts personnel manager				
C. Job Applications				
1. Has social security card				
2. Has pen available				
3. Knows references				
4. Knows how to fill in properly				
5. Knows address and telephone number				
6. Knows how to fill in W4 form				
7. Understands vocabulary				
8. Writes neatly				
D. Job Interview				
1. Proper dress				
2. Proper grooming				
3. Knows how to present self				
a. good eye contact				
b. good posture				
c. speaks clearly				
d. proper manners				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
E. Job Requirements				
1. Aware of skills rquired				
2. Aware of own strengths				
3. Aware of own weaknesses				
4. Has work experience				
F. Aware of Resources for Assistance				
1. D.V.R.				
2. Area School Skill Center				
3. Goodwill Industries				
4. ASU Job Service				
5. CETA – META				
6. Coop Programs in High School				
Area: Job Survival Skills				
A. Attendance – calls into work when absent or late				
B. On time				
C. Starts work immediately				
D. Check in procedures				
E. Proper use of time on job				
F. Time and length of breaks according to rules				
G. Time and length of lunch according to rules				
H. Knowledge of what to do on job (use of telephone)				
I. Follows directions				
J. Completes assigned job				
K. Knows how to deal with interruptions				
L. Knows where facilities are – parking, eating areas, restrooms				
M. Understands company rules and policies – reads company handbooks				

Vocational Preparation Teacher

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
Area: Interpersonal Relations				
Self – Control				
A. Temper				
B. Physical				
C. Verbal				
D. Shows respect to employer and co – workers				
E. Accepts criticism				
F. Can express feelings and needs				
G. Manners				
1. Proper eating habits				
2. Common politeness and courtesies				
(i.e., thank you, please, excuse me				
H. Job related social obligations				
1. Thank you notes				
2. R.S.V.P.				
Area: Grooming, Clothing, Hygiene, and Health Habits				
A. Clothing: Care and Selection				
1. Chooses appropriate clothing				
a. for build				
b. for style				
c. for occasion				
d. for age				
2. Neat, clean clothing each day				
3. Maintains clothing well				
4. Appropriate footwear				
5. Clean, well-kept footwear				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
B. Health Habits				
1. Propert weight for height and build				
2. Skin clear				
3. Hair healthy				
4. Has basic nutritional knowledge				
5. G[illegible] daily exercise				
6. [illegible] good				
7. [illegible]ble walking gait				
8. [illegible] unusual body movements				
9. [illegible] nervous habits				
C. Hygiene and Grooming				
1. Brushes teeth daily				
2. Keeps hands clean				
3. Always washes hands before meals				
4. Takes daily shower or bath				
5. Uses deodorant daily				
6. Shaves regularly				
7. Clean, trimmed nails on fingers and toes				
8. Makeup appropriate and fresh				
9. Hair care				
a. cut or styled appropriately				
b. washed as needed				
c. kept neatly combed				
d. combed in private				
Area: Decision – Making Skills and Money Management				
A. Can state personal goals				
B. Knows consequences of actions				
C. Is responsible for own actions				
D. Can prepare and maintain a budget				
E. Can explain payroll deductions				
F. Can keep financial records				
Area: Work Ethics				
A. Honesty shown				
1. To employer				
2. With other employees				

COMPETENCIES	NOT DONE AT ALL	DONE WELL	MODIFICATIONS NEEDED	COMMENTS
3 Knows consequences of stealing				
a. taking items home				
b. using items at work (food, cosmetics without buying)				
B. Loyalty				
1. Respects employer's business				
a. calling in only when necessary				
b. aware of and follows company policies				
C. Communicating work – related problems				
1. How to complain				
2. Who to complain to				
D. Functioning to the fullest capacity				
1. Consequences of use of alcohol, drugs				
E. Knows rules				
1. Ability to follow rules (i.e., chewing gum, smoking, uniform clean and complete)				
Area: Transportation				
A. Obtains a valid driver's license				
B. Able to maintain a vehicle				
1. Gas				
2. Oil				
3. Tires				
4. Water				
5. Battery				
C. Knows different sources of transportation available				
1. Dial – a – Ride				
2. Car pool				
3. Walk				
4. Bicycle				
5. Bus (obtain schedule)				
6. Taxi				
7. Hitchhiking (dangers of)				
8 Motorcycle				
D. Parking				
1. Designated spot for your job				
2. General rules				

INDIVIDUAL VOCATIONAL EDUCATION PLAN

CONFIDENTIAL
INFORMATION

Informal Vocational Assessment Summary

Student's Name ____ Age ____ Sex ____ DOB ____ Home School ____ Grade ____
Parent's Name ____ Address ____ Phone ____

I. GOALS

A. Vo-tech training interests
1st choice ____
2nd choice ____
B. Goals/interests for after high school graduation.
1. ____
2. ____
3. ____
C. Parents comments ____

D. ATTACH COPIES OF STUDENT'S 4-YEAR PLAN AND TRANSCRIPTS.

II. BACKGROUND/READINESS

A. Prior training/experience
1. Work experience
a. Paid ____
b. Volunteer ____
c. Other (school jobs, etc.) ____

B. Coursework
1. Practical arts classes and grades.

C. ACCESS SKILLS (attach checklist)
____ Adequate ____ Lacking in some areas

D. Physical characteristics
1. Height ____ 2. Weight ____
3. Vision ____ Glasses ____ Contacts ____
4. Hearing ____
5. Medications ____
6. Physical limitations ____

E. Attendance
1. Number of days missed: This year ____ Last year ____
2. Suspensions/detentions: This year ____ Last year ____
3. Excessive tardies ____
Reasons ____

F. Grooming/behavior skills

E = Excellent
A = Adequate
NI = Needs Improvement

	E	A	NI
Wears appropriate clothes			
Clothes neat and clean			
Hair neat and clean			
Takes daily shower/bath			
Brushes teeth daily			
Keeps hands clean			
Uses make-up appropriately			
Peer interactions			
Interactions w/authority			
Reaction to criticism			
Attention to task			
Ability to follow oral directions			
Ability to follow written directions			
Quality of work			
Quantity of work			
Initiative			
Works safely at all times			
Turns in assignments			
Attitude towards school			
Fine motor skills			
Gross motor skills			

BEST COPY AVAILABLE

III. RECENT TEST DATA

A. Intelligence
WISC-R
Date ____________ Other ____________
Verbal ____________
Performance ____________
Full Scale ____________

B. Achievement
Test ____________ Date ____________
Reading ____________
Math ____________
Written Language ____________
Spelling ____________

C. Aptitude (Aptitude tests, observations)
ASVAB Date ____________ GATB Date ____________
OTHER/Date ____________

Strengths	Weaknesses
____________	____________
____________	____________
____________	____________
____________	____________

D. Interest Inventory
Inventory Used ____________
Area of Interest ____________

E. Preferred Learning Style
____Auditory ____Visual ____Kinesthetic ____Combination

IV. RESOURCE INFORMATION

A. Special Services Teacher
____
B. Counselor ____________
C. Date of last IEP/IVP review ____________
D. ATTACH COPY OF IEP/IVP

V. SPECIAL LEARNING NEEDS

A. Diagnostic category
____

B. Areas of strength
1. ____________
2. ____________
3. ____________

C. Areas of weakness
1. ____________
2. ____________
3. ____________

D. SPECIAL CONSIDERATIONS NEEDED
(Please check)

____ Notification of special teacher or counselor concerning
  - ____ reading assignments
  - ____ written assignments
  - ____ math assignments
  - ____ tests

____ Supplemental study guides or hand outs
____ Assistance with note-taking
____ Needs to use calculator
____ Sit near front of room
____ Tests read to student
____ Additional time needed to complete tests
____ Adjusted course curriculum
____ Pass/Fail grading
____ Use of behavior contracts
____ Career counseling
____ Monthly progress reports
____ VRE monitoring/counseling
____ Parent contact
____ OTHER (health related, assistive devices, etc.)
____ ____________
____ ____________
____ ____________

Programs/Instruction

PROGRAMS/INSTRUCTION

Overview

The major objective of the vocational preparation teacher is to prepare students with disabilities and others from special populations for entry into vocational education programs. This often includes the teaching and assessment of various vocationally related skills.

The vocational preparation teacher must work closely with vocational instructors to ensure the skills and assessments he or she teaches are indeed those necessary for successful entrance into the vocational education program. This section of the manual offers some guidelines for assisting the vocational preparation teacher in this endeavor.

Integration of Academic and Vocational Education

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 mandates that vocational education programs be provided that integrate vocational and academic competencies in order to ensure that all vocational education graduates are equipped with skills necessary for employment. Math, writing, reading, and science must now be taught in vocational education programs, and academics should be taught using a more hands-on approach. The focus is on increasing vocational education's ability to enhance learning and thinking skills of all students.

How Can This Integration of Academic and Vocational Education Be Accomplished?

The *Missouri Vocational Administrative Planning Guide of 1992* states that schools must develop strategies to provide for the integration of academic and vocational education, and that these strategies can include remedial courses, applied academic instruction incorporated into the vocational education program, or cooperative instruction by academic and vocational teachers.

The Vocational Preparation class presents a very good opportunity to integrate academics with vocational subjects. For example, math is an important part of a heating/air conditioning curriculum, so math can be readily integrated into this vocational area. Science is essential to the study of health occupations, so it lends itself to integration as well. For examples of applied academic courses and integration techniques from the *Missouri Vocational Planners Guide of 1992*, please see the Resources at the end of this section.

Many models for integration of academics and vocational education are available. For a brief overview of eight such models, including a chart showing specifically how this integration can be achieved, please request MO-LINC's module: *Integrating Academic and Vocational Education*. This publication is available free-of-charge from MO-LINC, University of Missouri-Columbia, 401 East Stewart Rd., Columbia, MO 65211. Phone (314) 882-2733 or toll-free in Missouri only (800) 392-0533.

What Are Some Methods to Develop and Teach Work Tasks to Students From Special Populations?

Preparing students with special needs for vocational skills training is the primary goal of the vocational preparation teacher. These students may learn best when the instruction is clearly and specifically stated and when the learning is concrete (i.e., learning by doing). An important skill the vocational preparation teacher should acquire is task analysis. Task analysis is a systematic procedure for determining what a worker does to perform a job. The process involves breaking tasks down into specific components in order to determine exactly what activities are required to perform the task. Task analyses are useful for identifying behavior and performance tasks, monitoring student progress, teaching new skills, and identifying modifications needed for the student to successfully complete the job.

In analyzing a task, the first step is to observe an experienced person who performs the task well. The next step is to record each step of the task in sequential order and in behavioral terms. It is important to use behavioral terms so that the student's performance on the task can be objectively monitored. Then perform the task yourself. It is also helpful to have another staff person who is unfamiliar with the task perform it as well. This ensures that the written description of each step is clear and understandable. This also helps to ensure that no step has been omitted and the sequence is correct.

Tasks, such as assembly or repair that are part of the building construction and small engine repair programs, or tasks in health occupations such as taking and reading a person's temperature or blood pressure, are usually performed in a specific sequence. Other job-related tasks do not require a specific sequential order for completion. These tasks are known as functional order tasks. For example, cleaning a room is a functional order task. One person might begin by emptying the ashtrays, which another person might do last. Here, the order in which the steps are completed is not necessarily important. (See Resources in this section for examples of sequential and functional task analyses.)

In teaching new skills or behaviors, the first step after a work area has been task analyzed is to have the student perform the task. This is to develop a baseline of the student's ability. For more baseline accuracy, having the student attempt the task over consecutive days, usually three to four, provides a truer indication of his/her present ability. Developing the task analysis steps into a checklist format allows the vocational preparation teacher to record each student's mastered steps. This procedure provides an awareness of the individual student's ability in the work area as well as clues for the student's difficulties in performing the task. Recording the mastered steps of a task analysis also provides the vocational preparation teacher with information regarding the skills remaining to be taught. (See Resources in this section for a checklist task analysis form used for determining an ability baseline.)

It may sometimes be necessary to expand one or more of the task analysis sequential steps. For instance, a student may have considerable difficulty comprehending certain steps of a task. By breaking down this step into smaller component steps, the student may then be taught the task.

The vocational preparation teacher should never assume that the student is unable to perform the task if the student has difficulty understanding the steps of an original task analysis. The task analysis may simply need to be expanded into more basic steps. (See Resources in this section for an example of a shorter and longer sequence of the same task analysis.)

Some learners may have considerable difficulty learning from the traditional methods such as reading and memorizing information from books. Using some creativity, the vocational preparation teacher may devise learning environments that allow for concrete, hands-on tasks in assessing, learning, and developing job-related skills. For example, in teaching students correct phone skills, the vocational preparation teacher could utilize two operational telephones whose lines are connected to each other. The students can then learn and practice phone skills. One student can role-play as a caller and another student a receptionist. To make this task more realistic, involve a willing staff member to role-play as the caller.

Another preparatory work task for students is tool identification. Many students lack exposure to tools and tool usage. Teaching tool recognition and identification is a responsibility of the vocational preparation teacher. Many students have difficulty making the connection between a picture/photograph of a tool in a textbook and its practical application. Compounding this problem is the problem that tools illustrated in textbooks are often not shown in their actual sizes. One creative teacher reported remedying this problem by copying actual tools on an office copier. This presented the student with a copy of actual sized tools. Making two copies of each tool allowed for one copy to be used as a study sheet by labelling the reverse side with the tool's name. The remaining copy may be used for evaluating the student's initial knowledge or his/her acquired knowledge of the tools.

Grouping tools according to their use may be another effective method for improving the student's learning of tools. There are numerous types of pliers that have general and specific uses. Wrenches are another example. Exposing students to a grouping of tools and explaining to them their general and specific uses may lead to increased integration of tool knowledge. Another method of teaching tool knowledge is to demonstrate to the student specific job tasks showing which tools are needed. For instance, there are numerous tools (e.g., wrench, battery terminal puller, safety goggles) required in changing a car battery. Allowing the student to actually use the tools may increase learning by providing a stronger association between the tool and its actual uses.

These are just a few of the examples that the vocational preparation teacher may find useful in planning teaching strategies for students with special needs. Students are diverse in their needs and therefore the vocational preparation teacher needs to be creative and fully aware of the individual student's learning style and other specific needs.

What Should the Vocational Preparation Teacher Do to Revise the Instructional Program Based on the Results of the Students' Evaluations?

The vocational preparation teacher is in the position to prescribe teaching methods for students based on the students' evaluation. Variation of students' abilities is generally the rule rather than the exception in a vocational preparation classroom. Therefore, the vocational preparation teacher must be completely aware of each student's evaluation results and the implications for developing an appropriate instructional program. In developing individual instruction, the vocational preparation teacher should keep in mind some basic tenets of instruction.

- Flexibility: Not all students can learn by the same method, nor will any one individual learn solely through one method. In order to meet individual needs, teachers must try different teaching approaches and materials and determine the most effective one.

- Variety: Within individual teaching periods, instructors must use a variety of teaching methods. Change will often be necessary to ensure maintenance of interest.

- Motivation: Students must have a reason to learn. In some cases, students are not motivated by such intrinsic reinforcers as the value of knowledge. Others, such as social and tangible reinforcers, must be found.

- Structure: If students with special needs could learn without direction, organization and structure, then there would be little need for any discussion of methodology. The teacher must teach, not just guide or facilitate, for the student to learn. Adherence to routine and structure is an essential feature of the instructional program.

- Success: Providing the student with an opportunity to succeed is one of the most valuable ingredients in any effective intervention program (Polloway, Payna, Patton, & Payne, 1985).

Dunn and Dunn (1978) developed strategies to assist educators in finding ways to help students learn better. One strategy the vocational preparation teacher can utilize is to divide the classroom into sections. Each section has a special learning environment. Students are assigned to the section which fits their needs the best. For example, one area may be designed for students who need a less formal environment. To accommodate these students, a section of the classroom may have rugs and pillows. In another area, students who need peer contact can work in groups. In a third area some students may learn with direct supervision and structure.

Activity packages is another strategy suggested by Dunn and Dunn (1978). An activity package includes a contract for each student stating what he/she will learn and how it will be taught. This allows students to work at their own pace and choose the modes of instruction through which they want to learn.

The vocational preparation teacher can use many strategies to adapt their teaching to fit a student's ability. These include:

- Using information about performance outside of school in making evaluations;

- Administering frequent short quizzes throughout the course rather than a few long tests;

- Dividing tests or tasks into smaller, simpler sections or steps to take;

- Developing practice items or pretest trials using the same response format as the test (teaching students how to respond which may reduce a student's fear of evaluation);

- Considering the appropriateness of the instrument or procedure in terms of age or maturity;

- Giving open book tests;

- Taping tests so a student can go over them at his/her own pace;

- Giving take-home tests;

- Reducing the number of test items to permit additional time or removing items which require more abstract reasoning or which have high levels of difficulty; and

- Using different levels of questions for different students. Test items for low functioning students should be at a more concrete level.

What Suggestions Might the Vocational Preparation Teacher Keep in Mind When Modifying Instructional Materials/Equipment for Classroom Use?

The vocational classroom has students with diverse and unique needs. Therefore it is necessary that the vocational preparation teacher modify instruction to meet the needs of each student. Understanding a student's learning style is imperative in making instructional modification. Knowing the student's best learning style allows the vocational preparation teacher to adapt his/her teaching style to the student's learning style. See Question #2 in Section III (Assessment/Evaluation) in this manual for discussion of learning styles.

If materials need to be adapted to meet particular students' needs, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. -Rewrite one or two paragraphs before a chapter. Advanced or interested students often enjoy the task of rewriting materials. They are excellent resources. Rewriting instructional materials is worth the effort. It is extremely rewarding to provide students with readable materials. The following are guidelines for rewriting:

- Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.

- Make a list of the specialized vocabulary and important concepts that are difficult. This information can be made into a study guide or cassette presentation and presented to the student before the revised reading materials are presented.

- Rewrite the materials following these rules:

    1) Use simple words, avoid multi-syllable words whenever possible.

    2) Use words that are easily sounded out.

    3) Use common nouns.

    4) Underline proper names. Alert students to these names beforehand.

    5) Use simple sentence construction and present tense verbs as much as possible.

    6) Reread the original to ensure that concepts still exist.

7) Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the student's reading ability.

8) Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions.

(See Resources in this section for more examples of instructional strategies.)

Many vocational skills taught within a training program may require a certain degree of physical exertion beyond the capacity of a certain student. However, this student may possess interest, aptitudes, and other related work skills for this program. Before deciding that this particular training program is inappropriate for the student, the vocational preparation teacher should make efforts toward determining realistic equipment and work site modifications.

Sarkees and Scott (1980) list some general considerations for removal of architectural barriers as well as for equipment modifications.

Architectural barriers to consider:

- Getting to and entering the building:

    1) Parking areas
    2) Parking spaces
    3) Curb cuts
    4) Walks
    5) Exterior stairs
    6) Doors and doorways

- Moving about inside the building:

    1) Floors
    2) Corridors and hallways
    3) Interior ramps and stairs
    4) Aisles and traffic lanes inside classroom

- Using school fixtures, appliances, and study/work station equipment:

    1) Vending machines
    2) Cafeterias
    3) Restrooms
    4) Drinking fountains
    5) Adjustable tables

6) Controls and switches on equipment
7) Warning devices (fire alarms, etc.)
8) Marking hazards
9) Assistive devices (mouth controls, keyboard, template, etc. - pp. 223-248).

(See Resources in this section for additional information on equipment modifications.)

The vocational preparation teacher should be familiar with the following general techniques which serve to motivate all students.

- Do not rush through material.
- Emphasize key points, repeat them or summarize.
- Prepare a few questions to help gauge the extent of your students' subject knowledge.
- Maintain eye contact.
- Present lengthy material in short segments, allowing for breaks.
- Use audiovisual aids to illustrate and clarify.
- Actively involve the students; ask questions of them and seek help for demonstrations.
- Summarize a few key statements.
- Vary methods of presentation.

In addition, there are other instructional techniques that are known to be effective with different types of disabilities. For example, with students who have mental retardation, some of the following techniques may be useful:

- Always break down tasks sequentially, provide step-by-step instruction.
- Minimize irrelevant information.
- Provide accurate, specific feedback.

(Adapted from: Tindall, L.W. (1980). Puzzles About Educating Special Needs Students.)

For students with learning disabilities, instructional techniques are related to the specific disability. Some of the following suggestions may be helpful:

- Avoid cluttered pages or unreadable handouts.
- Give shorter assignments.
- Allow for alternative ways to complete assignments (e.g., paper/pencil or oral presentations)

How Is the Vocational Preparation Teacher to Monitor the Progress of Students in Their Academic Classes?

The vocational preparation teacher needs to be aware of his/her students' progress in their other academic classes. It may therefore be necessary for the vocational preparation teacher to establish an open communication with the academic teachers. A beneficial practice is to set up a regularly scheduled meeting or phone contact time so that progress reports, from both sides, can be given.

A written record should be maintained on the academic program of each student in the vocational preparation class. This record should be kept in the vocational preparation teacher's student files. A teacher-made form can be easily developed and should address information such as the date(s) of contact with the home school teacher, space for comments on the progress, etc. (See Resources in this section for an example of an academic program record form.)

Sharing this record form with students helps the students see their progress in a particular class. This may be a great motivator if the students are adequately progressing toward the course or individual goals. If students are regressing or not improving this information can be helpful in determining intervention needs.

What are Some Suggestions for Maintaining Records of Students' Performance, Progress, Behavior, Etc., in Vocational Preparation Classes?

The thought of keeping records to monitor students' progress and performance may seem frightening to many teachers. The pressure of an already demanding amount of paperwork may discourage some teachers from establishing record-keeping systems. But obtaining information on a student's progress is essential to effective teaching. A properly designed system for record keeping actually should reduce the time needed to prepare for teaching. The benefits of an effective record-keeping system include organized instruction, feedback on program management and accountability, and a means for objective reinforcement for the teacher, parent, and student.

There are numerous record-keeping techniques that have been developed. These include:

- Anecdotal/Narrative Recording - The purpose of this type of recording is to provide as complete a description as possible of a student's behavior in a particular setting. This approach is useful in identifying a specific behavior or the source of a general disturbance or lack of learning by the student. When writing an anecdotal report, it is important to keep in mind the following questions to address in chronological sequence:

  1) What happened? (Avoid using abstract, subjective terms. Observations should be written concretely, precisely and be descriptive of what was seen, NOT what was perceived.)

  2) Who was involved?

  3) Where did it happen?

  4) How did it happen?

  5) When did it happen? (date and time)

  6) Description of the environmental situation

  7) Any antecedent conditions

It is often important to know how frequently a student does something. Examples include determining the number of math problems completed in a specified time, the frequency of off-task behavior while performing a work task, or use of inappropriate responses. Methods for recording frequency of behavior include event recording and interval recording.

Event recording is used for identifying problems, setting baseline behavior, and monitoring the course of change. It is usually the method of choice when the objective is to "increase" or "decrease" the number of times a student engages in a certain behavior. To set up an "event recording" sheet, the first step is to establish a specific time period to observe and record the behavior - such as 10:00-10:15 during scheduled work period when the behavior in question has been noted to occur. A notation is made every time the student engages in the "target behavior". The total number of tally marks is therefore an exact record of how much the behavior has occurred within the time frame. (See Resources of this section for a sample event recording data sheet.)

Another technique for determining the frequency of a behavior is interval recording. This is a similar process to event recording in that the teacher defines a specific time period in which the behavior will be observed. The observation period is then divided into equal intervals.

(See Resources in this section for a sample interval recording data sheet.) The boxes on the data sheet represent intervals of time. The teacher indicates with an "X" or "O" if the behavior has or has not occurred at any time during the interval. Each interval has only one notation. With interval recording, it is possible to infer three things: the approximate number of occurrences of the target behavior; the approximate duration of the behavior within the observation period; and the distribution of the behavior across the observation period. Observe the two completed interval data sheets below:

10 Second Intervals

1	O	O	O	X	X	X
2	X	X	X	X	X	X
3	X	X	X	X	X	X
4	X	X	O	O	O	O
5	O	O	O	O	X	O
6	O	O	X	O	O	O
7	O	O	O	O	X	O
8	X	X	X	X	X	X
9	X	X	X	O	X	X
10	X	X	X	X	X	O
11	O	O	O	O	O	O
12	O	O	O	O	O	O
13	O	O	O	X	O	O
14	O	O	O	O	O	X
15	O	O	O	O	O	O

X = occurrence
O = non occurrence

Student Mary
Date 10/17/87
Observer Mr. Brown
Time Start 4:15
Time End 4:30
Behavior Off-Task

10 Second Intervals

1	X	X	X	X	O	X
2	O	X	X	O	O	O
3	O	O	O	O	O	O
4	O	O	X	X	X	O
5	O	O	O	O	O	O
6	X	X	O	X	X	O
7	O	O	O	O	O	O
8	O	O	O	X	X	X
9	X	O	O	O	O	O
10	O	O	X	O	O	X
11	O	O	O	O	O	O
12	X	X	X	X	O	O
13	O	O	O	O	O	O
14	O	O	X	O	O	O
15	O	X	X	X	X	X

X = occurrence
O - non occurrence

Student James
Date 10/17/87
Observer Mr. Brown
Time Start 11:00
Time End 11:15
Behavior Off-Task

For Mary, note that her behavior occurs continuously for approximately three minute intervals, in primarily two periods during the fifteen minutes. This pattern of behavior may reflect a problem with reading written instructions. James' record, on the other hand, shows that his off-task behavior is distributed throughout the time period. Therefore his problem may be distractibility. Recording this information enables the vocational preparation teacher to monitor and design strategies. (See Resources in this section for a sample of an interval recording data sheet.)

Duration recording is a method a teacher may use when the concern is the "length of time" a student engages in a particular behavior. (See Resources in this section for a sample duration record data sheet.) This sheet can be used to develop a baseline of behavior by recording the target behavior's duration over consecutive days and computing an "average" for the duration over the days. This sheet may also be used to record changes in the behavior after the instructional intervention has begun.

Developing task analyses on work tasks provides an excellent means for documenting individual student performance and progress. By including on the task analysis form space for checking whether a student has successfully completed the step(s) and allowing space for several dates to record the student's performance, the form becomes documentation of the student's progress on the given task. Also, developing a key for cues for assisting the student in performing the task, the teacher may develop an understanding of how an individual student best learns. (See Resources is this section for a blank copy of this task analysis record sheet.)

When Assistance Is Needed in Remediating Basic Reading, Writing, and Math Skills of Students, What Can the Vocational Preparation Teacher Do?

Basic skills are areas in which many students require remediation. Many area vocational technical schools (AVTS) have basic skills instructors to provide for the student's remediation needs. However, not every AVTS employs a basic skills instructor and then this responsibility becomes duty of the vocational preparation teacher.

In providing basic skills remediation, the vocational preparation teacher should tie academic instruction as closely as possible to occupations. Doing this validates to the student the importance and necessity of acquiring these skills.

Numerous prevocational education resources have been developed to assist educators. The Instructional Materials Laboratory at the University of Missouri-Columbia has developed vocational curriculum targeted for students with special learning needs. The curriculum serves two primary purposes:

- To provide instruction for minimum skills for students entering mainstream classes; and
- To supplement vocational skills of those students in regular training programs.

The curriculum is developed into guides in various vocational areas such as Building Trades, Food Service, Welding, Auto Service, Small Engine Maintenance, Electrical Wiring, Ground Maintenance, and Plumbing. Each guide is divided into units of self-paced and self-contained instructional materials consisting of the following:

- Introduction, Objectives, and Student Assessment - This section presents unit and specific objectives which the student must meet to successfully complete the unit. The introduction contains a brief motivational statement describing the purpose and content of the unit.

- Terms and Equipment - This section introduces new terms and equipment necessary for the student to understand and perform the tasks shown in the unit.

- Steps or Procedures - This presents a verbal and illustrated step-by-step explanation of a given skill or task.

- Skill Sheets - These pages provide paper and pencil exercises to develop and reinforce the math skills necessary to perform the procedures in the unit.

- Student Evaluation - These sheets are used by the teacher to evaluate student performance. Different forms of review, including matching, multiple choice, and short answer exercises are provided. Performance checklists are also included.

Other resources that may be helpful to the vocational preparation teacher are the *ACCESS SKILLS: Vocational Readiness Series* manuals. These manuals are organized by occupational cluster areas and include the lists of skills from the *Vocational Readiness Skills Inventory for Special Needs Students*. These are skills which appear to be correlated to success in vocational education programs. Math Skills for the various occupational cluster areas is one component list of ACCESS SKILLS. These manuals include activity suggestions and instructional modules for teaching these and other skills necessary for each program area.

The *ACCESS SKILLS: Vocational Readiness Series* manuals include:

- ACCESS SKILLS: Vocational Readiness Skills for Agriculture

- ACCESS SKILLS: Vocational Readiness Skills for Business and Office

- ACCESS SKILLS: Vocational Readiness Skills for Marketing and Cooperation Education

- ACCESS SKILLS: Vocational Readiness Skills for Health Occupations

- ACCESS SKILLS: Vocational Readiness Skills for Occupational Home Economics

- ACCESS SKILLS: Vocational Readiness Skills for Trade and Technical

What Things Must the Vocational Preparation Teacher Consider When Preparing Students to Enter Vocational Education?

In preparing students for regular vocational education, the vocational preparation teacher must have a thorough understanding of the student's present abilities, aptitudes (potential), interests, and special learning needs. He/she must also have a thorough knowledge of the specific skills and abilities associated with each vocational training program so that the student's assessment results can lead to realistic planning and placement. The vocational preparation teacher must also ensure that students become proficient in basic functional skills, personal-social skills, and employability skills.

The *ACCESS SKILLS: Vocational Readiness Skills* manuals have been developed by Missouri LINC to assist educators in teaching and preparing students for skills needed upon entering vocational education programs. These lists can be used for the development of exploration, assessment, and training activities. Examples of these activities include:

- Exploration activities:

    1) Teachers can design activities for students to explore each program area.

    2) Teachers can allow students to discover whether they like or dislike the activities associated with each program area.

- Assessment activities:

    1) The *ACCESS SKILLS: Generic Informal Assessment Instruments Checklist* has been developed by Missouri LINC to provide teachers with assessment activities for each skill listed.

    2) Teachers can also design their own informal assessment instruments for each skill listed.

    3) In assessing each skill for a program area, the vocational preparation teacher can discover strengths and weaknesses in the student. Remediation and/or modification needs can then be addressed.

- Training activities:

    1) The *ACCESS SKILLS: Vocational Readiness Skills* manuals have a variety of activities to help educators teach skills needed by students.

    2) A student may need continued training once enrolled in a vocational program. When the ACCESS SKILLS are part of the assessment, the vocational preparation teacher and the vocational instructor are made aware of student limitations and can carry out additional training activities during the student's program.

How Can the Vocational Preparation Teacher Ease the Transition from Vocational Preparation to Regular Vocational Training Programs or Other Alternative Programs and Activities?

Transition from one setting to another normally creates degrees of anxiety. This is particularly true when the transition involves moving from a relatively secure surrounding to an unknown and uncertain one. Students enrolled in a vocational preparation class need to know why they are there, the purpose of the program, and what the future realistically holds for them. To this end, the vocational preparation teacher may quell some of the student's anxiety by being extremely supportive and by implementing various informative activities that provide realistic expectations toward the future.

A useful activity the vocational preparation teacher may plan for students intending to enroll in regular vocational training programs is on-site visits to the vocational classroom. This visit should be preplanned and collaborated with the vocational instructor(s). Having the vocational instructor explain the training program and how the vocational preparation class prepares students for training may be beneficial by validating the importance and relevance of the student's vocational preparation training. This may alleviate some of the student's anxiety since now the student is better informed and has a realistic concept of the class and his/her role as a potential student. For those students who will be transitioning to alternative programs, this same procedure may be implemented with the work-site supervisor(s).

Another activity the vocational preparation teacher may utilize is inviting workers in the community who received their job skills from the area vocational technical school to address the vocational preparation classroom. This will allow the student to obtain a perspective that people do indeed complete training programs and can lead productive, independent lives. Further, having workers who graduated from the area vocational technical school who were previously enrolled in the vocational preparation program may foster in the current students a sense of motivation and the feeling: "If this person made it, maybe I can make it too."

The vocational preparation teacher should act as a resource for the students. Through assessment, observation, and class performance, the vocational preparation teacher needs to be fully aware of his/her student's vocational strengths so that placement reflects an environment that is receptive to the individual student's skills. Further, the vocational preparation teacher should act as a liaison between the student and community and state agencies. Being familiar with local and state service agencies is a major responsibility of the vocational preparation teacher. (See Resources of this section for a listing of some state and local agencies.)

Resources

- Applied Academic Courses and Integration Techniques
- Sequential Task Analysis

Vocational Preparation Teacher

- Functional Task Analysis
- Task Analysis - Developing a Baseline
- Task Analysis - Short and Long Sequence
- Instructional Strategies
- Adaptation Strategies
- Equipment Modification
- Academic Progress Record Form
- Sample Data Sheets:
    1) Event Recording
    2) Interval Recording
    3) Duration Recording
- Task Analysis Record Sheet
- State and Local Resource Lists

APPLIED ACADEMIC COURSES AND INTEGRATION TECHNIQUES

Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Use of videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.

Applied Communication is designed to help students develop and refine job-related communication skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. It can be offered as an alternative to traditional English courses.

Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry, the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

Applied Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.

Other applied curricula may be used to provide instruction for students that will facilitate their entry into and successful completion of vocational skill training. Workplace Readiness skill training is an example of related instruction that is designed to help students transition successfully from school to the workplace.

Basic skills instruction is designed to provide individual or small-group instruction in academic skills essential for successful completion of a vocational training program. This instruction is provided in cooperation with the vocational education teacher.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum," team teaching, curriculum revision (both academic and vocational) to provide instructional activities and materials more applicable/relevant to applied application, etc.

(Missouri Vocational Administrative Planning Guide, 1992)

SEQUENTIAL TASK ANALYSIS

Task: Temperature Taking **Site:** Health Occupations Classroom

1. Retrieve an oral thermometer from its storage location.
2. Remove the thermometer from its case.
3. Run water over the silver end of the thermometer.
4. Dip the silver end of the thermometer into isopropyl alcohol.
5. Shake the thermometer several (3–5) times – hold the glass end between the fingers and the thumb.
6. Place thermometer (silver end) under classmate's tongue.
7. Leave the thermometer under classmate's tongue for 3 minutes.
8. Remove the thermometer from under the classmate's tongue.
9. Read the classmate's temperature from the thermometer.
10. Record the classmate's temperature on a piece of paper.
11. Wash the thermometer by holding the silver end under a cool running water faucet.
12. Dip the silver end of the thermometer into isopropyl alcohol.
13. Place the thermometer back in its case.
14. Return the thermometer to its storage place.

FUNCTIONAL TASK ANALYSIS

Task: Cleaning the garage **Site:** The garage

1. Empty trash
2. Place rugs over empty trash cans
3. Dust
4. Clean ashtrays
5. Wipe countertops
6. Pick rags off garage floor
7. Move objects out of the way
8. Sweep garage floors
9. Move objects back to original places
10. Sweep along walls
11. Put rags back in place
12. Wipe tools
13. Clean windows
14. Wash parts
15. Sweep drive
16. Put cleaning tools away

TASK ANALYSIS – TYING A SHOE

Developing a Baseline

Student: John

Teacher: Mr. Jones

	Step	5/17	5/18	5/19	5/20
1.	Pinch lace.				
2.	Pull lace.				
3.	Hang lace ends from corresponding side of shoe.				
4.	Pick up laces in corresponding hands.				
5.	Lift laces above shoe.				
6.	Cross right lace over the left to form a tepee.				
7.	Bring left lace toward student.				
8.	Pull left lace through tepee.				
9.	Pull left lace away from each other.				
10.	Bend left lace to form a loop.				
11.	Pinch loop with left hand.				
12.	Bring right lace over the finger – around loop.				
13.	Push right lace through the hole.				
14.	Pull loops away from each other.				

Criterion: 100% correct performance for three consecutive days.

Adapted from: Cooper, J., Heron, T. & Heward, W. (1987). Applied behavior analysis. Columbus, OH: Merrill.

TASK ANALYSIS FOR TYING A SHOE

Shorter Sequence

1. Partially tighten shoe laces.
2. Pull shoe laces tight -- vertical pull.
3. Cross shoe laces.
4. Tighten laces -- horizontal pull.
5. Tie laces into a knot.
6. Make a bow.
7. Tighten bow.

Longer Sequence

1. Pinch lace.
2. Pull lace.
3. Hand lace ends from corresponding side of shoe.
4. Pick up laces in corresponding hands.
5. Lift laces above shoe.
6. Cross right lace over the left to form a tepee.
7. Bring left lace toward student.
8. Pull left lace through tepee.
9. Pull left lace away from each other.
10. Bend left lace to form a loop.
11. Pinch loop with left hand.
12. Bring right lace over the finger -- around loop.
13. Push right lace through the hole.
14. Pull loops away from each other.

SOURCE: Cooper, J., Heron, T., & Heward, W. (1987). Applied behavior analysis. Columbus, OH: Merrill.

INSTRUCTIONAL STRATEGIES

SUGGESTIONS FOR FACILITATING LEARNING

________________________________ learns best by the following modes:

_____ Visual Language
_____ Visual Numeric
_____ Auditory Language
_____ Auditory Numeric
_____ Tactile Concrete

_____ Social Individual
_____ Social Group
_____ Oral Expressiveness
_____ Written Expressiveness

In order to best help this student learn:

_____ 1. Use books, pamphlets, and other written material to enhance learning; write important information on the board; hand out written instructions; or have student take notes in class.
_____ 2. Use worksheets and workbooks for student. Work problems on the board or have student work them on the board.
_____ 3. Use tapes, lectures, rote oral practice, or class discussion to help student hear information to be learned.
_____ 4. Read problems aloud as they are worked. Student will also benefit from discussions of problems and concepts.
_____ 5. Student will need some hands-on experience to supplement learning. Use the actual materials when descibing a new idea or concepts.
_____ 6. Give student time to work alone or with special needs staff on assignments.
_____ 7. Student will need to interact with other students to review for tests. Group study time should be allowed.
_____ 8. Allow student to present reports to class or on tape for credit. Demand a minimum (but high quality) of written work. Evaluate more on oral work than on written tests.
_____ 9. Allow student to write reports and keep journals and notebooks for credit. Emphasize written tests. Oral work should be minimal.
_____ 10. Tape record directions or reading materials for student.
_____ 11. Provide illustrations. Give examples of completed assignments. Use pictures or materials directly related to the material.
_____ 12. Allow oral feedback in small parts to aid reinforcement. Aid student in organization so he can explain new information. Ask student to explain process to make sure he/she understands.

PROBLEM	ADAPTATION/STRATEGIES
Visual Perception Visual Skills for Reading Behavior	**Enlarge print** • Retype materials on primary typewriter • Utilize individual magnifying glasses • Project material on wall using opaque projector
Visual Perception Visual Skills in Reading Spelling Computation Behavior Arithmetic Readiness Problem Solving	**Reduce Distraction on Page** • Reduce problems or items on page • Frame specific items on page • Cover area on page to reduce items
Visual Perception Handwriting Motor Behavior	**Enlarge Space in which Student Responds** • Provide separate answer sheet with adequate space for response • Provide blackboard for written response
Visual Skills in Reading Reading Comprehension Spelling Memory Perception Problem Solving Computation Behavior	**Color Code Material** • Color code topic sentence in reading test and supporting sentences in another color • Color code directions, examples, and problems in different colors • Color code math symbols (= + - x) for easy recognition
Visual Perception Visual Skills in Reading Spelling Handwriting Motor Perception Arithmetic Readiness Computation Behavior	**Utilize Arrows for Directionality** • Provide arrows as cues for following an obstacle course • Provide arrows at top of worksheet or tape on desk a a reminder of left to right progression in reading or writing • Utilize arrows to indicate direction of math operations on number line
Reading Comprehension Inner Language Receptive Language Problem Solving Behavior	**Modify Vocabulary** • Rewrite directions in workbook • Provide vocabulary list with synonyms or simplified definitions • Instructor gives information or directions in simplified terms
Reading Comprehension Auditory Skills in Reading Auditory Perception Receptive Language Memory Problem Solving Behavior Arithmetic Readiness Computation	**Tape Record Material** • Record directions for learner to refer • Record Test - Learner response verbally or written • Record passage; learner follows written text

EQUIPMENT MODIFICATION RESOURCES

Tools, Equipment and Machinery Adapted for the Vocational Education and Employment of Handicapped People
This publication available from:
Wisconsin Vocational Studies Center, Publication Unit
265 Educational Sciences Building
1205 W. Johnson Street
Madison, WI 53706

The Center for Special Education Technology
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
1-800-345-TECH

Technology Center for Special Education
College of Education
Room 24, School of Education
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City, MO 65110
1-800-872-7066

Resources helpful in the area of computers and software:

Computer Users in Speech and Hearing (CUSH)
Dept. of Speech Pathology and Audiology
University of South Alabama
Mobile, AL 36688
(205) 460-3627

Education Department
Special Education Programs (SEP)
400 Maryland Ave, SW
Washington, DC 20202
(202) 472-3394

Programs to link developers of special education courseware with commercial publishers and to aid in national distribution of products.

Regional Consortium for Education and Technology (RCET)
10601 Clayton Road
St. Louis, MO 63131
(314) 992-3447

Provides for software preview, conferences, and inservice training. Membership required.

ACADEMIC PROGRESS RECORD FORM

Student: ____________________ **Age:** ________ **Home School:** __________

Vocational Preparation Teacher: _______________ **School Year:** _________

COURSE: **Teacher:**

Date:	Comments:
Date:	Comments:
Date:	Comments:
Date:	Comments:
Date:	Comments:
Date:	Comments:
Date:	Comments:

EVENT RECORDING DATA SHEET

STUDENT: ______________________________

OBSERVER: ______________________________

BEHAVIOR: ______________________________
____
____

Date	Time Start Stop	Notations of Occurrences	Total Occurrences

SOURCE: Alberto, P.A., & Troutman, A.C. (1986). Applied behavior analysis for teachers. Columbus, OH: Merrill.

INTERVAL RECORDING DATA SHEET

	10 second intervals					
	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

x = occurrence o = non occurrence

Student____________________

Date____________________

Observer____________________

Time Start____________________

Time End____________________

Behavior____________________

____

	10 second intervals					
	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

x = occurrence o = non occurrence

Student ____________________

Date ____________________

Observer ____________________

Time Start ____________________

Time End ____________________

Behavior ____________________

____

SOURCE: Alberto, P.A., & Troutman, A.C. (1986). Applied behavior analysis for teachers. Columbus, OH: Merrill.

DURATION RECORD DATA SHEET

Student________________________ Observer________________________

Behavior____

Date	Time		Duration
	Response Initiation	Response Termination	

SOURCE: Alberto, P.A., & Troutman, A.C. (1986). Applied behavior analysis for teachers. Columbus, OH: Merrill.

TASK ANALYSIS RECORD SHEET

Student Name: ______________________ **Teacher:** ______________________

Activity: ____

Cue Hierarchy:

KEY

/ = Independently completed
V = Verbal cue
P = Physical cue
D = Demonstration
M = Physical manipulation
X = No opportunity

DATE:					
1. Locate and gather the appropriate tools: two buckets with mop wringers, sanitizing cleanser, dust pan, broom and wet mop.	1	1	1	1	1
2. Sweep entire floor. Collect and dispose of dirt and trash.	2	2	2	2	2
3. Fill buckets with water. Add sanitizing cleanser to one bucket.	3	3	3	3	3
4. Soak mop in sanitizer and wring it.	4	4	4	4	4
5. Mop work area in sections. If work area is a hallway, mop half of it at a time, leaving one dry lane for walking.	5	5	5	5	5
6. Leave cleaning solution on floor for about 10 minutes.	6	6	6	6	6
7. Rinse floor with the other mop which has been dipped into clean water.	7	7	7	7	7
8. Allow floor to dry.	8	8	8	8	8
9. Return all equipment.	9	9	9	9	9

STATE AND LOCAL RESOURCES

STATE RESOURCES

Division of Special Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2965

Division of Vocational and Adult Education
Vocational Special Needs and Guidance Services
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3500

Division of Vocational Rehabilitation
2401 E. McCarty Street
Jefferson City, MO 65101
(314) 751-3251

DEPARTMENT OF MENTAL HEALTH

Office of Public Affairs
1706 E. Elm Street
Jefferson City, MO 65101
(314) 751-4423

Division of Mental Retardation and Developmental Disabilities
1706 E. Elm Street
Jefferson City, MO 65101
(314) 751-4054

Missouri Planning Council for Developmental Disabilities
1706 E. Elm Street
Jefferson City, MO 65101
(314) 751-4054

DEPARTMENT OF SOCIAL SERVICES

Division of Family Services
221 West High Street
Jefferson City, MO 65101
(314) 751-3221

Bureau for the Blind
221 West High Street
Jefferson City, MO 65101
(314) 751-4249

ADDITIONAL STATE RESOURCES

Missouri Protection and Advocacy Services, Inc.
925 Country Club Drive
Jefferson City, MO 65109
(800) 392-8667
Kansas City (800) 288-6716
St. Louis (800) 999-1190

MPACT
1722 W. South Glenstone
Suite 125
Springfield, MO 65804
(800) 743-7634
St. Louis (800) 995-3160

Missouri LINC
University of Missouri-Columbia
401 East Stewart Road
Columbia, MO 65211
(314) 882-2733
(800) 392-0533 (in Missouri only)

LOCAL RESOURCES
Community Service Organizations

YMCA
YWCA
Red Cross
League of Women Voters
Urban League
American Legion
Veterans of Foreign Wars
Salvation Army
Heart Association

Civic Clubs

Chamber of Commerce
Jaycees
Rotary Club
Kiwanis
Elks
Lions
Optimists
Knights of Columbus

Special Resources: Private, Nonprofit, and Volunteer Organizations

Universities/Colleges (sororities, fraternities)
4-H clubs
Boy Scouts
Churches
Hospitals
Nursing homes
Libraries
Museums
Rehabilitation facilities such as Goodwill Industries
Private mental health associations
Girl Scouts
Campfire Girls
Big Brothers
Big Sisters

ADAPTED FROM: Brolin, D., McKay, D. & West, L. (1979). Trainer's guide to life centered career education. Reston, VA: Council for Exceptional Children.

Meetings and Contacts

MEETINGS AND CONTACTS

Overview

Often the vocational preparation teacher meets with vocational teachers, special education teachers, administrators, counselors, and other personnel involved in the education of students who are members of special populations. In order to profit from each of these contacts, the vocational preparation teacher must be well-prepared and organized with a sense of purpose for each contact. This requires a variety of techniques or ideas, and this section of the manual attempts to look at some of the ways in which these meetings or contacts might be handled.

The vocational preparation teacher is also involved with parents and advisory committee members. The input of each of these groups into the programs and services of the vocational preparation program can be extremely valuable. Suggestions for handling the concerns of parents and advisory committee members are also included in this section of the manual.

What Are Some Effective Strategies to Develop and Implement an Appropriate System of Course/Program Evaluations?

Evaluation of the vocational preparation program is indeed important. The goal of program evaluation is to improve the program through a process of gathering and providing useful information for decision making.

The following are important components of the evaluation process and are steps a vocational preparation teacher should take in evaluating his/her program.

Plan:	Determine the goals and objectives of the program at the beginning of the year, and define the criteria (level of performance) to be achieved.
Implement:	Carry out activities to accomplish the identified goals and objectives.
Evaluate:	Compare the outcomes of the program with the level of performance criteria.
Decide:	Based on evaluation results, prioritize activities and decide what changes are needed for further improvement of the program.

Once annual goals are written, a vocational preparation teacher may decide to write quarterly goals. In doing this each quarter, the vocational preparation teacher will be able to keep track of progress made toward the annual goals of the program.

When writing annual program goals, the vocational preparation teacher should determine what types of activities should be evaluated and how they should be evaluated.

Program evaluation should be both formative (ongoing) and summative (cumulative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation looks at all of the formative data and provides an end of the year look at the progress made.

One type of formative evaluation would be quarterly grade reports of students who are members of special populations. The end of the year (summative) grade report can help a vocational preparation teacher know if annual goals were met (assuming passing grades was one of the annual goals).

How Should the Vocational Preparation Teacher Obtain Information from Students to Determine if Information Presented Was Understood, Retained, and Related to Their Vocational Goals?

Each student enrolled in a vocational preparation classroom should have specific prevocational goals and objectives developed within either his/her Individualized Education Plan or Individual Vocational Education Plan. In developing lesson plans and instructional objectives, the vocational preparation teacher should use the prevocational/vocational component of the students' IEP or IVEP as a guide to ensure the material is consistent with each students' determined needs.

Further, the vocational preparation teacher should develop a systematic procedure for ensuring the instruction given is received and retained. To this end, the vocational preparation teacher may implement methods to elicit and record student progress relating to instruction. These may include:

- Monitoring student progress through weekly and/or monthly progress reports;
- Displaying student progress graphically;
- Asking students open-ended questions regarding instructional content to determine their knowledge and understanding;
- Asking students how they are progressing or where help is needed; and
- Monitoring student progress in meeting IVEP or IEP goals and objectives on time.

What Are Some Ways for the Vocational Preparation Teacher to Cooperate with Special Education Teachers, Counselors, Vocational Educators, Regular Educators and Parents?

The main focus of the vocational preparation teacher in cooperating with other teachers, counselors, and parents is sharing relevant information about the students so that they can best address the needs of each individual. For example, assessment information from teachers is helpful to the counselor and to parents if appropriate. If the student is disabled, the special education teacher needs information from the counselor, parents, and regular education teacher to best plan his/her program. Following are some other pointers:

- A good thing to keep in mind in any mainstreaming situation is that teacher attitude and expectations are very important and influence student achievement.
- The various professionals and non-professionals that interact with each student form that student's "support team." They work together to best help each student.
- Information from the support team can be exchanged, compared, and contrasted in order that appropriate IEP goals can be written for the student's transition into work or into a vocational training program.
- Feedback to each other among the support team is an important aspect of working together. Programs can be evaluated and modified based on this feedback.

- Strengths and weaknesses of individual students can be appropriately addressed when enough information has been gathered and shared among the members of the support team. It can then be incorporated into the student's IEP or units of study. That way programs can be evaluated and upgraded to meet student needs and interests.

- All members of the student's support team can and do serve as vocational role models for that student. Any of them could be invited to speak to the class about their occupations. Arrange monthly meetings for the student support team to discuss student needs and to coordinate services required by each member of the team.

- Parents especially are valuable "team resources" because of their frequent contact and interaction with the students. Parents' attitudes toward school have a big influence on their children. The more involved and included parents feel in their children's education, the more likely they are to encourage attendance, punctuality, and general enthusiasm about school.

What Are the IEP and IVEP and What Is the Vocational Preparation Teacher's Role in Staffings and/or IEP/IVEP Development Concerning Prevocational Components?

The Individuals with Disabilities Education Act of 1990 (IDEA) specifies the development of an Individualized Education Plan (IEP) for all students with disabilities. The IEP benefits both student and educators by providing a comprehensive plan for the delivery of educational services, instruction, and responsibilities. The IEP is a plan that provides structure and guidance to the educational program, maximizing the potential for success of the student with disabilities.

There is no state mandated format for an IEP, so there will likely be differences in the IEP forms from sending schools. In general, the IEP form must include the following information:

- Present Level of Performance: The participants in the IEP meeting first must state clearly their understanding of the student's present level of educational performance. This information is derived from formal and informal assessment processes. It summarizes both the strengths and weaknesses of the student.

- Annual Goals: These should describe what the student can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance.

- Short-term Objectives: These must be measurable and provide intermediate steps between the student's present level of performance and the established goal.

- Specific Support Services: These services, such as occupational therapy, physical therapy, rehabilitation counseling, social work services, or special transportation are provided as necessary in order for the student to benefit from special education services.

- Percent of time in the Regular Classroom: The extent to which the student will be able to participate in regular education programs should be described.

- Dates for Initiation of IEP and Review of Services: The IEP should indicate when services will begin and when it is anticipated they will end. The IEP must be implemented as soon as possible following the meeting during which the IEP is developed. It should be reviewed at least once during each school year.

- Specific Criteria for Evaluation of Student Progress: Evaluation criteria specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means which will be used to assess student performance. Evaluation schedules establish a time line which tells when achievement of specific objectives is expected.

The IEP is considered to be confidential and the goals and objectives must be evaluated at least annually (Resource Guide, 1981, pp. 19-20). School districts can share the IEP with vocational school representatives when this is part of educational planning. Missouri mandates that the IEP of a student enrolled in a vocational program must be easily accessible to vocational educators and support personnel working with the student. The Individuals with Disabilities Education Act of 1990 (IDEA) mandates that vocational goals and objectives be included in the IEP of secondary students enrolled in vocational training. In addition, transition planning must be addressed if the student is 16 years old.

The Individualized Vocational Education Plan (IVEP) or Individual Vocation Plan (IVP) is a required document for all students who are disadvantaged and are receiving vocational education services. The IVEP should contain vocational goals for these students enrolled in a vocational training program.

Vocational goals are based on the student's individual needs. Goals help teachers plan learning experiences that meet those needs. Based on an assessment of the student's needs, early entry into a vocational program can occur. However, the early entry option is only available for students who are in at least the ninth grade or are at least fifteen years of age. An IVEP is a vehicle whereby teachers and resource personnel can describe the student's needs and state specific goals for him or her to attain each year in a vocational program. The writing of an IVEP should be conducted by a multidisciplinary team. The IVEP team could consist of the vocational preparation teacher, basic skills instructor, vocational special needs counselor, administrators, parent(s), student, and any other significant persons in an appropriate individual vocational program. The IVEP does not need to be long and involved, but does need to clearly state:

- Present levels of performance;

- Documentation of eligibility for early entry (meets criteria of disadvantaged);

- The reason/justification for early entry, including the assessment of the student;

- The program the student is going to enter and the long-range vocational goals;
- A tentative listing of vocational, related courses and other courses to meet the student's overall education plan;
- The support (resource) services needed (including any modifications or adaptations necessary for the student to succeed);
- The goals and objectives the student should be able to accomplish in a given time period (quarter, semester, year);
- Annual review date; and
- A transition plan for the student upon leaving the program (long-range plans for placement or further training).

In addition to these components, the student's strengths and weaknesses as well as academic achievement scores should be considered for inclusion into the IVEP. Other components might include learning styles, study skills, habits, and weaknesses in generalizable skills. (See Resources in this section for sample IVEP).

The vocational preparation teacher is in the position to conduct, organize, and interpret informal vocational assessment information. The information gathered from this ongoing assessment should be used in determining prevocational/vocational goals and objectives for students' IEP and/or IVEP. The vocational preparation teacher has a vital role in staffings and IEP/IVEP development. The vocational preparation teacher's role is to:

- Provide information regarding the student's current prevocational/vocational related skills, potential, interests, and special needs;
- Assist in establishing realistic goals and objectives;
- Assist in implementation of goals and objectives; and
- Assist in evaluating performance of student.

What Are Some Effective Ways to Enlist the Help of Parents, Volunteers, and Others to Serve as Tutors, Guest Speakers, Assistants, etc.?

The community is full of untapped resources for assistance, speakers, role models, etc. It may be a matter of simply getting in touch with them and asking them to come to the class. They may be pleased to be asked to talk about themselves and their jobs. Here are some suggestions to solicit help from those community resources:

- Send a letter home with students asking their parents if they would be willing to speak to the class about their experiences with their jobs. Perhaps draft a brief questionnaire asking what jobs they have had that might be interesting to the class so that a variety of experiences could be presented.

- Talk to parents/guardians at parent-teacher conferences or PTA functions about being a speaker or doing a demonstration of what they do at work or hobbies they have that might be relevant to the class.

- Ask parents to be "tutors" for their children, helping with their schoolwork at home. Perhaps arrange an inservice to help them learn what to do so they feel more effective at it. The more parents feel involved in their children's education, the more enthusiastic they will be, which will influence their children positively toward school and work.

- If there is a college or university nearby, students training to be teachers may be solicited as tutors for the class.

- Service organizations such as Lions Club, Kiwanis, Foster Grandparents, etc., may be called to ask for volunteers as guest speakers on their professions or occupations.

- Scout leaders can be contacted and encouraged to speak to the class as well as to help students focus on how they can apply their scouting skills to their work and life.

- Plan a Career Day or Night in which different speakers discuss different occupations, and have displays and/or demonstrations to show what that occupation is all about.

- Keep in mind that other teachers and administrators are potential speakers as well, because almost everyone has had jobs that may be interesting to the class.

What Is the Role and Composition of a Vocational Preparation Advisory Committee?

The advisory committee, in the case of the vocational preparation teacher, is organized to support programming for the continuation of services for students who are members of special populations. Suggested specific functions for an advisory committee include:

- Identify current vocational and vocational preparation needs;
- Supply job information;
- Provide curriculum advice;
- Assist in developing student selection criteria;
- Encourage student organization involvement;
- Plan strategies for student placement in the world of work;
- Foster promotion of students with disabilities in vocational education;
- Identify and adapt equipment;
- Plan strategies to recruit and serve students with disabilities; and
- Identify services/resources available and applicable for transition from school to work or further education.

Best practices reveal that advisory committees must be representative of the total school service area. Members may be selected to represent:

- Geographical sections of the school service area;
- A variety of business and industry representatives, particularly those predominantly in the area;
- Both labor and management;
- Parents of vocational education students;
- Former vocational students;
- Various age levels;
- Different educational levels; and

- Both males and females, individuals with disabilities, and racial/ethnic minorities found in the area served by the program (Behymer, 1985, p. 7).

The size of the committee should be considered, as those with more than 15-18 people can become ineffective. It is difficult for any individual to make a significant contribution in a large group. A committee of 9-12 persons would constitute a good working group.

An advisory committee should never be organized unless their advice is earnestly sought with intent to implement it. Individuals will devote valuable time to serve on advisory committees if they are allowed to help, with the understanding that their ideas will be considered and appreciated. The following criteria are useful in selecting individuals to serve in an advisory capacity:

- The individual must be willing to serve.

- The individual must have expertise and interest in the area of concern.

- The individual must be willing to devote sufficient time to perform the necessary duties.

- New members should be approved by other committee members.

Vocational Preparation Advisory Committees may also contain representatives from:

- Special populations and minorities
- Parents and/or former students
- Vocational and Special Education instructors
- Vocational Rehabilitation representatives
- Chamber of Commerce representatives
- Special interest groups (e.g., Association of Retarded Citizens)
- School administrators
- City departments (e.g., Health Department)
- Local employers
- Employment security
- Community social service agencies

Conducting productive meetings is important for continuing involvement and commitment on the part of the members. The following guidelines have proven to be useful for managing group activity and interaction at council meetings:

- State the purpose of the meeting and review the agenda at the outset. Review minutes from the last meeting. Some councils even set goals or objectives for each meeting as a way of focusing on purposes.

- Encourage all members to speak and to respect the rights and opinions of each individual.

- Ask clarifying questions.

- Periodically summarize discussion and point out the connections and contradictions between points.

- Use parliamentary procedure for decisions; otherwise, encourage open and informal discussion. The majority rules, but the minority opinion must be heard.

- Consider and resolve one issue at a time.

- Explore and encourage all points of view in working toward consensus.

- Show strong interest in attendance, ideas, and the work plan.

- Distribute work assignments throughout the group.

- Make assignments and work tasks clear and specific; explain expectations, time lines and products. Discuss background of issues so that everyone shares a common understanding of the terms and importance of the problems.

- Structure the meeting so as to avoid wasted time. This conveys a sense of organization, purpose, and productivity.

- Meet as often as needed to accomplish the annual goals. Some advisory committees meet monthly, some as infrequently as two times a year.

- Keep members informed of activities and progress.

- Recognize and reward members. Even a simple thank you is an effective reinforcement.

- Provide a closing statement or summary.

- Evaluate council work regularly.

The Resources section contains a sample agenda and a check-list developed by Navara (1981) providing a structure to evaluate the participation and effectiveness of advisory committees.

Resources

- IVEP Samples
- Sample Agenda
- Advisory Committee Evaluation Form
- Progress Report 1 and 2

IVEP

ELIGIBILITY (Documentation enclosed)

Disadvantaged
___ Academic
___ Economic
___ Limited English Proficiency
___ Visual Impairment
___ Other (list):
____
____
____
____

Handicapped
___ Deaf/Hard of Hearing
___ Health Impairment
___ Mental Retardation
___ Orthopedic Impairment
___ Serious Emotional Disturbance
___ Specific Learning Disability
___ Speech/Language Impairment

TESTS/ASSESSMENT ADMINISTERED

		DATE
Achievement	___________	__/__/__
	___________	__/__/__
Aptitude	___________	__/__/__
Interest	___________	__/__/__
	___________	__/__/__
Prevocational	___________	__/__/__
Other (list)	___________	__/__/__
	___________	__/__/__

VOCATIONAL PROGRAM/CLASS

Enrolled ___
Recommended ___
___ Agribusiness
___ Business Education
___ Consumer Homemaking
___ Health Occupations
___ Industrial Arts
___ Marketing & Distributive Education
___ Occupational Home Economics
___ Trade and Industrial
___ Other (list)
____
____

RECOMMENDATIONS

PROGRAM PLACEMENT

Academic: Regular ___
Modified ___
Vocational: Regular ___
Modified ___
Other (list): ___________
____

SKILLS TO BE IMPROVED

___ Career Awareness
___ Community Living
___ Communication
___ Computation
___ Employability
___ Independent Living
___ Transitional
___ Vocational
___ Other (list): ___________

SERVICES/PROGRAMS

___ Community Agency (specify)
____
____
___ Computer Assisted Instruction
___ Cooperative Education (COE)
___ Degrees of Reading Power (DRP)
___ Double 'E'
___ Individualized Instruction
___ Integration of Basic Education and Vocational Education
___ Missouri Cooperative Work Study Program (MCWP)
___ Peer Tutoring
___ School Within A School (SWAS)
___ Specialized/Adapted Equipment
___ Tutoring
___ Vocational Counseling
___ Vocational Evaluation/Assessment
___ Vocational Resource Educator

DATES:

INITIAL PLAN __/__/__
ANNUAL REVIEW __/__/__

LONG TERM GOAL: ______

__/__/__
__/__/__
___________ __/__/__
____

PREPARED BY

____
Signature
___________ __/__/__
Title

DEVELOPERS OF PLAN

Student ___________
Parent/Guardian ___________
Voc. Counselor ___________
Voc. Instructor ___________
VAC ___________
VRE ___________
Voc. Evaluator ___________
Other (specify title) ___________
____

REVIEWS/REVISIONS

DATE	SIGNATURE	TITLE
__/__/__	___________	______
	___________	______
	___________	______
	___________	______
__/__/__	___________	______
	___________	______
	___________	______
	___________	______
__/__/__	___________	______
	___________	______
	___________	______
	___________	______

BEST COPY AVAILABLE

IVEP

	9th GRADE	10th GRADE	11th GRADE	12th GRADE
	CREDITS	CREDITS	CREDITS	CREDITS
CLASSES 1st Semester				
	TOTAL	TOTAL	TOTAL	TOTAL
CLASSES 2nd Semester				
	TOTAL	TOTAL	TOTAL	TOTAL

ACADEMIC SHORT TERM GOALS

VOCATIONAL SHORT TERM GOALS

SOCIAL BEHAVIOR SHORT TERM GOALS

Individual Vocational Education Plan

Prepared for ______ Expected Graduation 19____

Long Range Vocational Goal ______

TENTATIVE CLASS SCHEDULE

1st Semester ______ 2nd Semester ______ DESCRIPTION OF SERVICES

Grade 9

19__-__

Annual Goal/Objectives ______

Attained? ______

Grade 10

19__-__

Annual Goal/Objectives ______

Attained? ______

Grade 11

19__-__

Annual Goal/Objectives ______

Attained? ______

Page 2

TENTATIVE CLASS SCHEDULE
1st Semester

2nd Semester

DESCRIPTION OF SERVICES

Grade 12 ______________________

19__-__ ______________________

Annual Goal/Objectives ______________________

______________________ Attained? ________

After Graduation

Prepared By	Position	Date

Projected Date(s) for Review/Update ______________________

Comments:

SAMPLE AGENDA

Special Needs Advisory Committee

December 4, 19--

CALL TO ORDER

APPROVAL OF MINUTES

OLD BUSINESS

- Report of job placement results
- Other

NEW BUSINESS

Our question: Are appropriate programs being provided and should we investigate new program possibilities?

- Current Programs/Review of Program Changes
- Discuss Committee Direction/Determine new program areas for further investigation
- Schedule time of next meeting

ADJOURN

SAMPLE

Advisory Committee Evaluation Form

1. How many times did your meet this past year? _________ (Indicate #)

2. How many times do your plan to meet this next year? _________ (Indicate #)

3. What percent of your committee attended all your meetings this past year?

____ About 50 percent	____ About 70 percent	____ About 90 percent
____ About 60 percent	____ About 80 percent	____ 100 percent

4. How many members have served on your committee for:

____ just appointed	____ two years
____ one year	____ more than two years

5. Membership appointments are staggered so that continuity is maintained.	____ Yes	____ No
6. Committee members are fully informed in writing as to the purpose, function, and responsibility of the advisory committee.	____ Yes	____ No
7. A written agenda is distributed to each advisory committee member prior to meetings.	____ Yes	____ No
8. Minutes of advisory committee meetings are distributed to local school administrators and each committee member.	____ Yes	____ No
9. The advisory committee is given public recognition by the local program.	____ Yes	____ No
10. Recommendations made by local advisory committee are given consideration by the local program.	____ Yes	____ No
11. The majority of prior meetings have been held in school or classroom.	____ Yes	____ No
12. The majority of prior meetings have been held at same time (night, noon, morning).	____ Yes	____ No

FORM DEVELOPED BY: Dr. James Navara, Business and Vocational Education,
The University of North Dakota, Grand Forks, ND.

PROGRESS REPORT 1

NAME______________________ CLASS____________

DATE____________

I. ATTITUDE

A. Toward class

1. ____ Enthusiastic
2. ____ Cooperative
3. ____ Indifferent
4. ____ Not Cooperative
5. ____ Disruptive

B. Toward Others

1. ____ Gets along well with others
2. ____ Quiet, rarely interacts with others
3. ____ Occasional problems with co-workers
4. ____ Argumentative

1. ____ Accepts supervision readily
2. ____ Occasional problems accepting supervision
3. ____ Hostile to supervision

II. CLASS PROGRESS

A. ____ Mastering competencies

1. ____ On schedule
2. ____ Ahead of schedule

B. ____ Not mastering competencies

1. ____ Poor attendance
2. ____ Lack of effort and/or interest
3. ____ Limited ability to master skills

III. WORK HABITS

A. Initiative

1. ____ Finds tasks to do when assigned work is completed
2. ____ Needs reminders to stay busy
3. ____ Wastes time when assigned task is done

B. Safety

1. ____ Always works safely
2. ____ Needs reminders to work safely
3. ____ Does not use good safety habits

IV. PROBLEM AREAS

1. ____ None
2. ____ Following instructions
3. ____ Speed and accuracy
4. ____ Completing written work on time
5. ____ Written tests
6. ____ Performance tests
7. ____ Daily points earned
8. ____ Staying on assigned task
9. ____ Grooming
10. ____ Other (Please specify ________)

V. ATTENDANCE

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Days Absent	________	________	________	________
Days Tardy	________	________	________	________

VI. COMMENTS

Strengths:	Weaknesses:	*Additional Comments:
____________	____________	____________________
____________	____________	____________________

INSTRUCTOR'S SIGNATURE______________________________

STUDENT'S SIGNATURE______________________________

* (Use back if more space is needed)

PROGRESS REPORT 2

NAME______________________ GRADE______________ DATE______________

REPORTING PERIOD 1 2 3 4

SUBJECT______________________ PRESENT GRADE ______________

TEACHER______________________ HOME SCHOOL______________

Notice to Parents

This report is part of our continuing effort to keep you advised of the progress of your son/daughter. We have indicated on this sheet some of the factors which are contributing to your child's present rate of progress. Any information which you are able to share with us to aid in the instruction process will be appreciated. If you wish to contact a teacher, please call the office for a conference time.

Present Rate of Progress

____ Outstanding performance
____ Making satisfactory progress
____ Not working up to ability
____ Near failing
____ Days absent
____ Times tardy to class

Areas of Concern

____ Inattention in class
____ Tests unsatisfactory
____ Lack of preparation
____ Excessive absences
____ Work not completed
____ Disruptive classroom behavior
____ Talks too much
____ Poor work habits in skill area

Positive Qualities

____ Uses time wisely
____ Good self–control
____ Industrious
____ Cooperation
____ Courteous
____ Dependable
____ Responsible
____ Works well with others

ADDITIONAL COMMENTS: ____

____

____

______________________________ PARENT'S SIGNATURE (If Requested)

______________________________ TEACHER'S SIGNATURE

Glossary

GLOSSARY

Advisory committees - A group of selected individuals from a community who represent a variety of groups in an occupational area. For example, a construction trades craft committee is made up for workers, employers, suppliers, etc.

"All aspects of the industry" - Strong experience in, and understanding of, all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, and health and safety (AVA, 1990).

Area Vocational School - A public educational institution which has been designated by the State Board of Education. An area vocational school may be: 1) a specialized high school, 2) a department of a high school, 3) a department or division or a junior college, used exclusively for the provision of vocational education to persons who are available for study in preparation for entering the labor market.

Basic Skills Instructor - One who provides individual or small group instruction in the areas of mathematics, reading, or writing skills essential for the students to successfully complete a vocational education program.

Competitive employment - Employment in a community based job for remuneration.

Cooperative planning - The process of planning an individual program for special needs learners involving the vocational teacher, academic teacher, student parents/guardians, counselor, and appropriate community agency personnel.

Correctional institution - Any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders (AVA, 1990).

Criminal offender - Any individual who is charged with or convicted of any criminal offense, including a youth offender or juvenile offender (AVA, 1990).

Curriculum modification - The tailoring of all experiences and activities encountered in pursuit of occupational preparation under the direction of a school to meet the unique needs of the individual student.

DESE - Department of Elementary and Secondary Education.

Dictionary of Occupational Titles (DOT) - An inventory of occupations within the economy prepared by the United States Department of Labor. This resource provides information about the physical demands, working conditions, and aptitudes for a specific job, as well as identifies the relationships to people, data, and things.

Disadvantaged - Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency (LEP), and individuals who are dropouts from or identified as potential dropouts from secondary school (AVA, 1990).

Developmental Disability - Defined by The Developmental Disabilities and Bill of Rights Act Amendments of 1990 (101-496) as a severe, chronic disability, attributable to a mental or physical impairment. This disability is manifested before age 22 and likely to continue indefinitely, resulting in substantial functional limitations in 3 or more major life activities: self-care, receptive/expressive language, learning, mobility, self-direction, capacity for independent living, and economic sufficiency. This disability reflects need for special lifelong care or treatment, individually planned and coordinated. Included are persons with: mental retardation, cerebral palsy, autism, epilepsy, head injury, and a learning disability related to brain dysfunction.

Displaced homemaker - An individual who is an adult and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or on the income of a relative but is no longer supported by such income; is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under Part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or is described in this definition and is a criminal offender (AVA, 1990).

Early Entry - In Missouri early entry is described as a program for secondary students who need an extra year in the vocational program to master the skills taught. The student must be at least 15 years old and/or a 9th grader. Early entry is not mandated by the Carl Perkins Act, but can be offered in Missouri to provide appropriate educational experience for students who will benefit from an additional year of vocational training.

General occupation skills - Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety and environmental issues.

Individuals with Disabilities - The Individuals with Disabilities Education Act (IDEA) has replaced the term "handicapped person" with the more respectful term "individual with disabilities." Included are individuals who are mentally retarded, hard of hearing, deaf, speech-, language- or visually-impaired, emotionally disturbed, orthopedically-impaired, or other health-impaired. Also included are individuals with learning disabilities who require special education and related services, and those who, because of their disability, cannot succeed in the regular vocational education program without special education assistance. IDEA has added the categories of individuals with autism and traumatic brain injury.

Hearing-impaired - A hearing impairment, whether permanent or fluctuating, that adversely affects an individual's educational performance but which is not included under the definition of "deaf".

Individual vocational education plan (IVEP) - A written program for students with disadvantages planned cooperatively with support personnel.

Individualized education program/plan (IEP) - Program for students with disabilities in the secondary schools mandated by P.L. 101-476, and planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short-term objectives, amount of time spent in regular educational programs, necessary support services, and an annual review date. The new IDEA legislation mandates that the IEP include: "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting" and "in the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Individualized written rehabilitation plan (IWRP) - A written plan developed for an individual with disabilities who is eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Informal Assessment - A Level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information; and Level III usually means a formal vocational evaluation.

Interagency collaboration - The coordination of the available resources of both public and private agencies whose objective is to provide vocational education instruction and services to learners who have special needs.

Learning disability - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dyslexia, and developmental aphasia. The term does not include (individuals) who have learning problems that are primarily the result of visual, hearing, or motor handicaps, or of mental retardation, or of environmental, cultural, or economic disadvantage. (P.L. 94-142, 121 A.5)

Learning style - The most efficient and effective method of learning for an individual.

Learning style inventories - Instruments that indicate the ways in which individuals learn best, the qualities that are important to people in interacting with others, and the kinds of thinking patterns learners use in solving problems and making decisions.

Least Restrictive Environment - "It is the policy of the Missouri Department of Elementary and Secondary Education (DESE) that to the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who do not have disabilities, and that special classes, separate schooling, or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." (Missouri Vocational Administrative Planning Guide, 1992).

"Limited English Proficiency (LEP)" - Individuals who:

1-Were not born in the United States,
2-Native language is a language other than English,
3-Come from environments where a language other than English is spoken, or
4-Are American Indians or Alaskan natives and in whose environment a language other than English is spoken and this has had a significant impact on their level of English language proficiency.

Mental retardation - Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects (an individual's) education performance (P.L. 94-142, 121 a.5).

Multiple disabilities - Concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that the individual cannot be accommodated in a special education program designed for only one of the impairments. The term does not include individuals with deaf-blindness (P.L. 94-142, 121 a.5).

Occupational Outlook Handbook - A publication of the United States Department of Labor that provides information concerning more than 850 occupations in a variety of major industries. Specific information provided for each major job includes: a) what the job is like, b) places of employment, c) personal qualifications, d) training qualifications, e) educational qualifications, f) working conditions, g) earnings, h) opportunities for advancement, and i) sources of additional information.

Office of Special Education and Rehabilitative Services (OSERS) - The federal agency which oversees funding of mandated special education and rehabilitative services in the United States. It is a division of the U.S. Office of Education.

On-the-job training - Instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation.

Postsecondary - A program designed primarily for youth or adults who have completed or left high school and who are available for an organized program of study in preparation for entering the labor market.

Preparatory services - Services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program, such as: a) services, programs, or activities related to outreach to or recruitment of potential vocational education students; b) career counseling and personal counseling; c) vocational assessment and testing, and d) other appropriate services, programs, or activities (AVA, 1990).

Prevocational education - Training prior to courses designated as vocational education.

Private Industry Council (PIC) - On October 1, 1983, the Job Training Partnership Act (JTPA) was officially implemented throughout Missouri. The Act shifts responsibility of policy and implementation from the federal government to the state government and administration to a local partnership of Private Industry Councils and local government. The Division of Job Development and Training is the designated State agency which administers federal JTPA funds. The division plans, manages, monitors and evaluates JTPA program, provides technical assistance to PICs and service delivery areas, and implements statewide JTPA programs. Within Missouri, Private Industry Councils (PICs) direct the 15 service delivery areas. Each PIC plans and implements a series of training activities which reflect the service delivery areas, eligible population, and the employment opportunities available.

Readability formula - A procedure used to determine the reading level of instructional material.

Regular vocational education program - Full time participation in regular vocational education program with slight modifications and/or resources.

Sequential course of study - An integrated series of courses which are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.

Special education - Specially designed instruction, at no cost to the student, to meet the unique needs of a student with disabilities, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology or any related service and vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a student with disabilities.

Special Populations - Individuals with disabilities, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency (LEP), individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions (AVA, 1990).

Supplemental teacher - One who assists vocational teachers in the provision of instruction. This person should not assume the overall responsibility for instructing the class, but should provide additional instructions as the special needs of the students dictate in order for the students to be successful.

Technology education - An applied discipline designed to promote technological literacy which provides knowledge and understanding of the impacts of technology including its organizations, techniques, tools and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power, and energy.

Transition - P.L. 101-476 (IDEA) mandates transition services for students with disabilities, defined as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

Vocational Adjustment Coordinator (VAC) - A position in the local education agency (LEA) created by the cooperative school work agreement to serve as a link between the student with disabilities, Department of Vocational Rehabilitation, LEA, and the community.

Vocational assessment - A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational education - Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society (AVA, 1990).

Vocational Preparation Teacher - One who helps students with disadvantages and students with disabilities to assess and acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels.

Vocational rehabilitation - Service of providing diagnosis, guidance, training, physical restoration, and placement to persons with disabilities for preparation and acquisition of employment, which allows greater independence.

Vocational Resource Educator - A vocational support person trained to facilitate the vocational training of students with disabilities by working as a resource specialist to teachers, students, and parents.

Vocational Special Needs Counselor - Some counselors work only with students with disadvantages while others work with both disadvantaged and students with disabilities. No matter what the population, the counselor's major focus should be on providing career guidance activities that will lead to appropriate program placement.

Vocational student organizations - Those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level (AVA, 1990).

V-TECS (Vocational-Technical Education Consortium of States) - A consortium of states providing competency-based vocational technical education materials.

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